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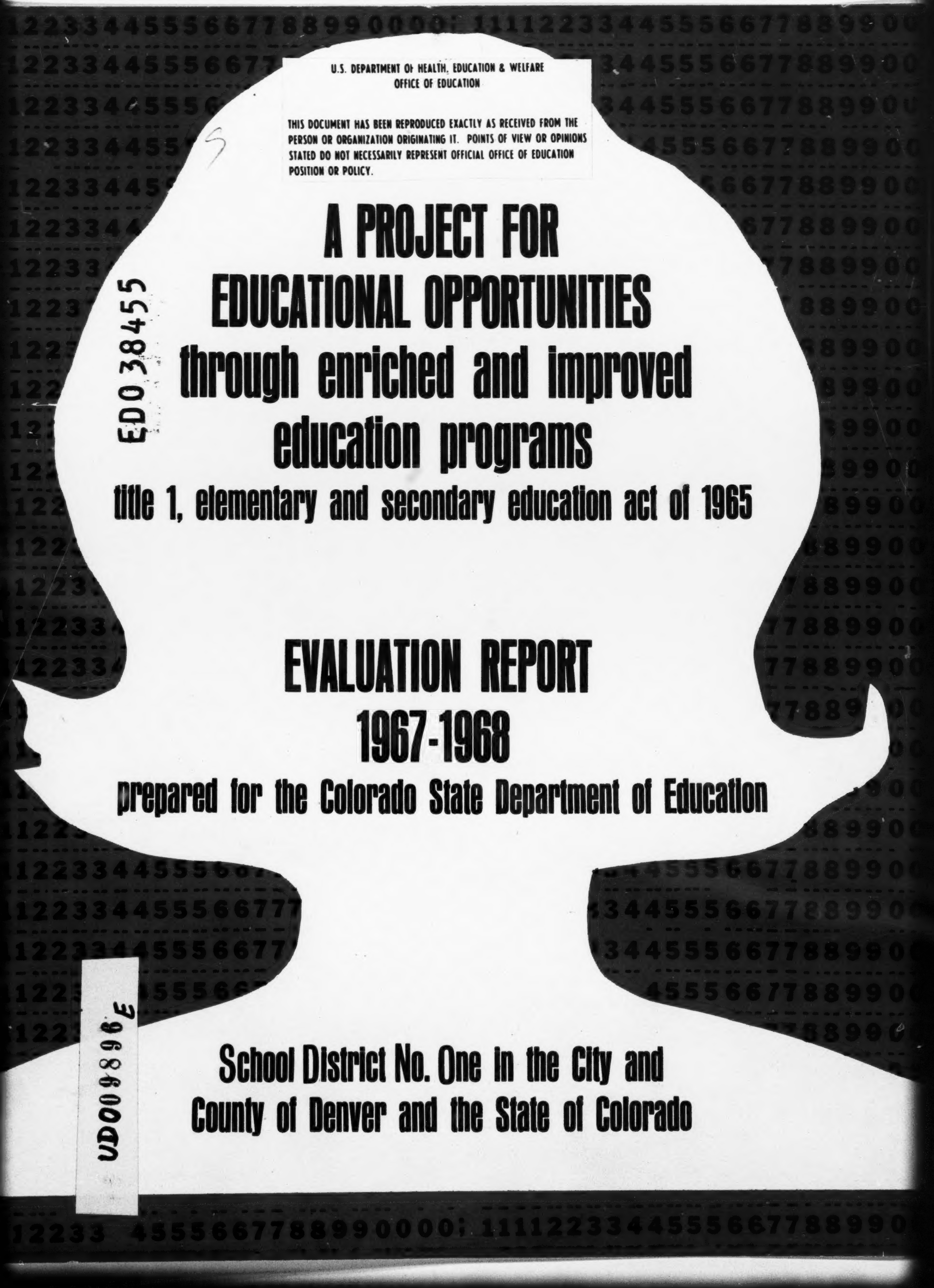
ABSTRACT

This report describes, evaluates and makes recommendations for the following programs: reading improvement, team teaching, counseling and tutoring, Head Start follow-through, mental health, after school study, pre-entry orientation for diagnostic and adjustment purposes, teacher-aide activity, school-community aides work study, remedial education and vocational training for high school dropouts, summer reading, and refresher instruction in basic subjects. Supplementary high school programs included a reduction of class size in modified groups, organization of Latin American student clubs to enhance pupil motivation and community involvement, and a tutorial program with intensive counseling emphasis for junior high school students unable to make the adjustment to regular classrooms. Summer programs included continuation of some projects included above, in addition to projects in the areas of cultural enrichment, teacher workshops, leadership training, school-community workshop, and student motivation. A human resources workshop for Mexican-American teachers and programs for delinquent and neglected children are also described. Appendix includes anecdotal records, case histories, and sample questionnaires. (KG)



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title 1, elementary and secondary education act of 1965

EVALUATION REPORT

1967-1968

prepared for the Colorado State Department of Education

UD009896E

School District No. One in the City and
County of Denver and the State of Colorado

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A PROJECT FOR EDUCATIONAL OPPORTUNITIES THROUGH ENRICHED AND IMPROVED EDUCATIONAL PROGRAMS

ESEA - Title I

Project No. 68-033

EVALUATION REPORT

1967 - 1968

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PREFACE

During the 1967-1968 school year, the Denver Public Schools conducted the third consecutive year of programs designed to meet special educational needs of educationally deprived children. The programs operated in designated target schools having concentrations of children from lower income families. Participants included preschool children, elementary and secondary school pupils, and others outside and beyond the K-12 program.

Evaluation of last year's Title I program in Denver incorporated three phases. Phase one began last spring with the 1968 Federal Survey of Compensatory Education, a survey conducted nationwide by the United States Office of Education among a selected sample of school districts and Title I elementary schools. During July and September came phase two, the Annual Statistical Report of Title I Program Activities, which was submitted to State and Federal Offices of Education in two parts. One part summarized the activities of the regular school year; the other described summer programs. This publication, a local effort to present a descriptive and qualitative report on program components in Denver, marks the third phase of the evaluation.

Although the report format is similar to that used last year, some upgrading of procedures has occurred with increased use of control groups in the analysis of most test data. However, further improvement in experimental designs, especially in the selection of control groups, will need to be undertaken before results are conclusive. The concern about control groups results not so much from lack of research models as it does from an excess of parental pressure for including their children in experimental groups, a pressure which has limited application of the principles of random selection. Beyond this concern are other problems in getting personnel and funds necessary to gain lead time, to plan adequately, and to overcome problems resulting from the ex post facto nature of evaluation to date.

Each program component has been treated as outlined below:

DESCRIPTION

STATEMENT OF OBJECTIVE

ACTIVITIES EMPLOYED

EVALUATION PROCEDURE

RESULTS AND INTERPRETATION OF DATA

CONCLUSIONS AND RECOMMENTATIONS

Whenever possible, evaluation has included both process and product. However, the inherent nature of some project components made product evaluation impractical or impossible.

The many teachers, principals, special services personnel, and central office personnel who cooperated and participated to make this evaluation possible are to be commended. Their reward should come as evaluation yields modifications, improvements, and innovations in programs designed to meet the needs of those whom we serve--the youth of America.

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READING MAINTENANCE AND IMPROVEMENT

DESCRIPTION

During the 1967-68 school year, the Reading Maintenance and Improvement Program completed two and one-half years of existence. The program served pupils in Grades 4, 5, and 6 who were markedly retarded in reading. Thirty-nine project teachers worked with approximately 1,610 pupils in twenty-six public and eight private elementary schools. Pupils were removed from their regular classrooms to a specially supplied and equipped reading facility for the instruction. Project teachers at each school had two groups of fifteen pupils, each group for a two-hour session per day. The remainder of their teaching day was spent working with the regular classroom teacher. Intensive instruction was provided in reading and language development with special emphasis on reteaching phonics, on vocabulary development, on comprehension skills, and on listening skills. Pupils remained in the program according to their needs; some participated for nine weeks, some sixteen, others for the entire year. Additional services were made available to pupils in the program in the areas of health, speech therapy, psychological testing, and social work.

STATEMENT OF OBJECTIVE

To improve the reading ability of educationally disadvantaged elementary pupils through a comprehensive language arts program.

ACTIVITIES EMPLOYED

Activities for pupils included those which

- develop word analysis skills through the use of auditory and discrimination exercises, letter sound and symbol cards, SRA Charts and picture kits, Sullivan Programmed Reading Series, special instruction in phonics, sentence- and word-building games, Flash X instruments, Houghton-Mifflin Reading Filmstrips, Hay-Wingo Phonics Program, dictionaries, glossaries, McGraw-Hill Spelling Filmstrips, and a variety of oral activities

- develop a better vocabulary by use of the D.C. Heath Language Arts Charts, Ginn Language Kit, Educational Password games, Tach X machine, Flash X instruments, dictionaries, and oral discussion of word meanings and the concepts they evoke

- help children improve skills of communication by selecting appropriate meanings of words, using punctuation as an aid to meaning, recalling factual details, understanding sequence, finding main ideas, finding details which support main ideas, and understanding story plot

- develop oral language fluency through such devices as puppetry, tape recordings, role-playing, committee reporting, announcement-making, drama, choral reading, exchange assembly program, and daily oral sharing of experiences and interests

- develop listening skills by using the SRA Listening Skill Builders, the Random House Sight and Sounds listening program, sound filmstrips, recordings, and Ralph G. Nichols' suggestions

- relate reading to the experiences of life through excursions and the use of labels and organic vocabulary

- make books important to children through book displays, filmstrips about books, and story records
- provide for individual needs of children in health, hearing, vision, welfare, and testing by employing the services of a nurse, a social worker, and a psychologist.

Activities for school staff included

- a series of preservice meetings for project teachers covering program orientation, the use of new materials and equipment, human relations, the learning problems of children, and methods of individualizing reading instruction
- monthly staff meetings of project teachers to coordinate the program, provide additional inservice, evaluate results, and make needed modifications or improvements
- an inservice meeting at the end of the school year for project teachers to discuss evaluation instruments and procedures
- a meeting of target-area principals to discuss their responses to the program and their suggestions for its improvement.

EVALUATION PROCEDURE

Evaluation procedures included

- securing project teacher opinion
- securing elementary principal opinion
- sampling classroom teacher opinion
- rating pupils
  - by project teachers
  - by classroom teachers
  - by pupils themselves
- using pre- and post-administration of the McCullough Word Analysis Test to compare experimental and control groups
- using pre- and post-administration of the Stanford Achievement Test to compare experimental and control groups
- securing anecdotal information from project teachers
- obtaining statistics on special services provided in the program
- securing examples of casework from social work assistants.

RESULTS AND INTERPRETATION OF DATA

Staff Questionnaires

Evaluation questionnaires were completed by thirty-three of the thirty-nine Reading Maintenance and Improvement Project teachers,[1] by a sample of 113 classroom teachers of record in whose classroom Reading Maintenance and Improvement Project pupils spent the remainder of the school day, and by thirty principals of schools served by the program.

Four descriptive adverbs were assigned numerical values in order to provide a four-point rating scale which was used by staff members in completing the questionnaires.

Extremely	Very	Somewhat	Not
4	3	2	1

Responses are reported in the tables as means determined from totals of individual responses. For example, a mean response of 3.5 on a question to determine effectiveness would indicate that, when taken together, respondents felt the program to be midway between very effective and extremely effective.

Table 1 compares the mean responses of the three groups of staff respondents to questions related to program effectiveness. Subjective opinions of staff respondents are in general agreement that the Reading Maintenance and Improvement Program is very effective one.

Table 1

COMPARISON OF MEAN RESPONSES OF PROJECT TEACHERS, A SAMPLE OF CLASSROOM TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT PROGRAM EFFECTIVENESS

Item	Mean Response of Project Teachers	Mean Response of Classroom Teachers	Mean Response of Principals
I feel that pupils' chances for success were __?__ enhanced by their participation in the program.	2.7	3.0	2.9
In general the program was __?__ well accepted by the regular teaching staff as an effective compensatory activity.	3.2	*	3.5
I feel that the gains pupils made in the program were __?__ significant for the length of time they participated.	*	2.9	2.8
Overall, I feel that the RMI Program was __?__ effective as a compensatory activity for educationally disadvantaged pupils.	3.2	3.3	3.1

*Not asked

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[1] See Appendix A.

Table 2 attempts to measure program effectiveness through pupil achievement and behaviors. A comparison of the responses of project teachers and classroom teachers indicates that, although classroom teachers tend to rate the helpfulness of the program slightly lower than do project teachers, the rating possess an overall degree of similarity. Generally the program is rated less than "very" effective but nearer to "very" effective than to "somewhat" effective.

Table 2

COMPARISON OF MEAN RESPONSES OF PROJECT TEACHERS AND A SAMPLE OF CLASSROOM TEACHERS AS TO PROGRAM HELPFULNESS IN IMPROVING PUPIL ACHIEVEMENT AND BEHAVIORS

Item	Mean Responses of	
	Project Teachers	Classroom Teachers
To what extent was the program HELPFUL in improving pupil:		
a. Interest in school?	2.9	2.8
b. Attitude toward school?	2.8	2.7
c. Participation in class?	3.1	2.6
d. Self-confidence?	2.9	2.8
e. Behavior in school?	2.6	2.2
f. Achievement in reading?	2.7	2.8
g. Relations to teachers?	2.7	2.5
h. Desire to come to school?	2.6	2.7
i. Attitude toward reading?	2.9	2.9
j. Relations with their peers?	2.5	2.4
k. Self-concept and sense of personal worth?	3.0	2.8
l. Desire to achieve?	2.8	2.6
m. Ability to communicate orally?	2.9	2.5
n. Attendance at school?	2.6	2.6
o. Ability to communicate in writing?	2.3	2.3
p. Willingness to try?	3.0	2.8

Table 3 compares the mean reactions of respondents to question about program administration and procedures. Again, responses are generally favorable but seem to indicate that staff members believe pupils would profit from a longer period of time in the program.

Table 3

COMPARISON OF MEAN RESPONSES OF PROJECT TEACHERS, A SAMPLE OF CLASSROOM TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT PROGRAM ADMINISTRATION AND PROCEDURES

Item	Mean Responses of		
	Project Teachers	Classroom Teachers	Principals
The efforts at the school were __?__ satisfactory in regard to selecting pupils who could benefit most from the program.	3.0	3.1	3.1
The length of time pupils were in the reading program was __?__ sufficient to overcome the major reading disabilities.	2.3	2.2	2.0
The attempts I made to diagnose pupils' reading disabilities were __?__ worth the effort.	3.1	*	*
The RMI program was __?__ well structured to meet the individual reading needs of pupils.	3.0	3.2	3.1
The administrative supervision and assistance provided for the program was __?__ adequate.	2.5	*	2.7
The inservice meetings were __?__ helpful in contributing to my teaching effectiveness in the classroom.	2.6	*	*

*Not asked

Since staff members indicated that the length of time pupils were in the program was only slightly more than somewhat sufficient to overcome their reading difficulties (See Table 4), a further breakdown was undertaken to determine whether classroom teachers whose pupils had participated in Reading Maintenance and Improvement for the entire year felt more positive about the program than did classroom teachers whose pupils had participated only eighteen weeks. Table 4 indicates a clear tendency toward greater satisfaction with results on the part of sending classroom teachers when pupils have longer exposure to the Reading Maintenance and Improvement procedures. However, studies made during the 1966-67 school year and reported in last year's Evaluation Report[1] did not reveal any statistically significant differences in test scores between groups established on the basis of varying lengths of time in the program.

Table 4

COMPARISON OF TEACHER ESTIMATES OF EFFECTIVENESS AS RELATED TO LENGTH OF TIME THEIR PUPILS PARTICIPATED IN THE READING MAINTENANCE AND IMPROVEMENT PROGRAM

Item	Mean Response of a Sample of Teachers Whose Pupils Participated:	
	18 Weeks	All Year
I feel that my pupils' chances for success in school were __?__ enhanced by their participation in the program.	2.8	3.1
The length of time my pupils were in the program was __?__ sufficient to overcome their major reading disabilities.	2.0	2.4
I feel the gains made in the program were __?__ significant for the length of time they participated.	2.8	3.0
Overall, I feel that the Reading Maintenance and Improvement program was __?__ effective as a compensatory activity for educationally disadvantaged pupils.	3.1	3.5

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[1] A Project for Educational Opportunity, Evaluation Report 1966-1967, Denver Public Schools, 1967.

Project teachers were given a list of materials and equipment used as teaching aids in the program and asked to use the four-point scale to indicate the degree to which each item had been helpful. A power list based upon the mean ratings given the items by the teachers is presented in Table 5.

Table 5

PROJECT TEACHER EVALUATION OF THE HELPFULNESS OF MATERIALS USED IN THE PROGRAM

3.6	RECORD PLAYER
3.5	SULLIVAN PROGRAMMED MATERIALS
3.5	FILMSTRIP SERIES
3.5	LIBRARY BOOKS
3.4	SRA READING LAB II A
3.4	SOUND FILMSTRIPS
3.3	SRA READING FOR UNDERSTANDING
3.3	READER'S DIGEST SKILL BUILDERS
3.2	STANFORD DIAGNOSTIC READING TEST - LEVEL I
3.2	TAPE RECORDER (STANDARD)
3.1	TACH X (TACHISTOSCOPE)
3.1	THORNDIKE JUNIOR DICTIONARY
3.1	FILMSTRIP PREVIEWERS
3.1	THORNDIKE BEGINNING DICTIONARY
3.0	VIEWMASTER AND REELS
3.0	CONTROLLED READERS
3.0	READING WITH PHONICS
3.0	SHELDON PHONICS CHART
3.0	I WANT TO BE SERIES
3.0	MORGAN BAY MYSTERY SERIES
2.9	ARBUTHNOT OF CHILDREN'S LITERATURE
2.9	TRANSCRIPTION MACHINE
2.9	PUPPETS
2.9	MAPS AND GLOBES
2.8	EDUCATIONAL PASSWORD GAME
2.8	GOLDEN TREASURY - CHILDREN'S LITERATURE
2.8	LITTLE OWL SERIES
2.8	DR. SEUSS BOOKS
2.8	SIGNATURE SERIES
2.8	DEEP SEA SERIES
2.8	FAVORITE FAIRY TALES
2.7	TAPE RECORDER (PORTABLE)
2.7	RECORDS (LONG-PLAYING)
2.7	TETRAHEDRAL KIT
2.7	FUN WITH SERIES
2.6	GROUP SOUNDING GAME
2.6	MCCULLOUGH WORD ANALYSIS TEST
2.5	WILD LIFE SERIES
2.5	READING INVENTORY
2.4	LIBRARY - AMERICAN HEROES
2.4	FLASH X DISCS
2.2	SRA GRAPH AND PICTURE STUDY SKILLS
2.1	MAP SYMBOLS AND GEOGRAPHIC TERMS
2.0	MIAMI LINGUISTIC MATERIALS
2.0	SENTENCE BUILDER GAME
2.0	SET OF SERVICE PEOPLE
2.0	KIT-A-LANGUAGE
1.9	LANGUAGE ARTS FOR BEGINNERS

Table 6 compares responses to questions related to articulation between project and classroom teachers. Staff members have very positive attitudes toward their working relationships but show less confidence in the pupil follow-up procedures and in the pupils' ability to maintain the gains which accrue from the program.

Table 6

COMPARISON OF MEAN RESPONSES OF PROJECT TEACHERS, A SAMPLE OF CLASSROOM TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT ARTICULATION BETWEEN PROJECT AND CLASSROOM TEACHERS

Item	Mean Response of		
	Project Teachers	Classroom Teachers	Principals
The working relationship between the RMI teacher and the sending teachers was __?__ satisfactory.	3.1	3.5	3.3
The provision for pupil follow-up in the regular classroom was __?__ adequate in my school.	2.1	2.4	2.5
The additional hour the RMI teacher had each day was __?__ well utilized to provide further help for pupils with reading problems.	3.5	3.1	2.9
The expectations of sending teachers were __?__ realistic in terms of the progress pupils could actually make while in the program.	2.7	*	2.7
The reading materials in the sending teacher's classroom were __?__ appropriate for the follow-up work that was necessary with her RMI pupils.	*	2.3	2.3

* Not Asked

Table 7 compares responses to questions related to parent involvement. Respondents see parent cooperation and interest as necessary for program success but as an area where improvement is possible.

Table 7

COMPARISON OF MEAN RESPONSES OF PROJECT TEACHERS, A SAMPLE OF CLASSROOM TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT PARENT INVOLVEMENT

Item	Mean Response of		
	Project Teachers	Classroom Teachers	Principal
The effort made in the program to secure parent cooperation and interest was ___?___ satisfactory.	2.3	2.7	2.6
Parent cooperation and interest are ___?___ necessary to insure the success of a program such as this.	3.0	2.8	2.8
I feel the conferences I had with parents were ___?___ helpful in working with pupils in my reading groups.	2.7	*	*
The parents of RMI pupils were ___?___ interested in the program and what it could do for their children.	*	2.4	2.3

* Not asked

When teachers indicated the number of parents with whom they had conferred during the year (Table 8), the results provided a possible clue as to why they felt less positive about the effort made to involve parents (Table 7) than they did about most other aspects of the program.

Table 8

CONFERENCES REPORTED BY TEACHERS OF PROJECT CHILDREN

	Percent of Teachers Having Conferences With				
	All Parents	3/4 or More	1/2-3/4	1/4-1/2	0-1/4
Project Teachers	6%	9%	13%	25%	47%
Classroom Teachers	15	4	11	13	57

Table 9 compares the responses of staff members when asked whether the program should be continued next year. Almost all respondents favored continuing the program; however a sizable percentage; especially among principals, favor from some to considerable modification. Most frequently suggested changes were earlier enrollment in the RMI program (Grade 3), more time in the program for some pupils, improved selection of pupils, and increased attention to follow-through procedures when pupils have returned to the regular classroom for reading instruction.

Table 9

STAFF RESPONSE RELATING TO CONTINUING THE PROGRAM

Item	Percent of Response from Project Teachers	Classroom Teachers	Principals
All things considered, should the reading program be:			
continued essentially unchanged?	55%	75%	56%
modified somewhat?	36	21	26
considerably changed?	6	4	18
discontinued?	3	0	0

Eighty-eight percent of the project teachers indicated that they would perfer teaching in the program again to receiving another assignment.

Parent Questionnaire
Questionnaires were sent to a sample group of parents whose children participated in the Reading Maintenance and Improvement program. Their responses were highly favorable as revealed in both answers to questions and comments. Parents felt the program had helped their children to improve reading and attitudes toward school, but also felt the need for more information about the program. The later suggestion seemed to be related to the earlier concerns of staff members in the area of parent involvement (See Tables 7 and 8).

Table 10

PARENT OPINIONS OF THE READING MAINTENANCE AND IMPROVEMENT PROGRAM

Item	Percent of Response Yes	No
Were you notified by the school that your child was taking part in this reading program?	88%	12%
Did your child show more interest in school while he/she was in the program?	94	6
Do you think your child has improved in reading since he/she has been in the program?	97	3
Has your child shown more interest in reading at home since he/she has been in the program?	78	22
Did your child talk much at home about what he/she was doing in the reading program?	79	21
Did your child enjoy being in the program?	98	2
Did the special reading teacher contact you for a conference during the school year?	60	40
Do you feel that parents need more information about this special reading program?	81	19
Would you want your child to take part in a program like this again sometime?	99	1

N = 86

Pupil Questionnaire

A questionnaire given to a sample group of approximately 100 pupils attempted to determine how they felt about the Reading Maintenance and Improvement program. Table 11 shows that most pupils liked being in the program, felt that they had become better readers, thought school had become more interesting, and would choose to be in a similar program again. The positive support of parents for Reading Maintenance and Improvement noted on the parent questionnaire was evident in the view of most pupils that their parents were glad they had taken part in the program.

Appearing most frequently among pupil comments when they were asked what they liked best in the program was the Sullivan Programmed Reading Series. This series was mentioned by forty-four of the pupils. Eight pupils, however, mentioned the same materials as what they liked least about the program.

Table 11

ATTITUDES OF PUPILS TOWARD THE READING MAINTENANCE AND IMPROVEMENT PROGRAM

Items	Percent of Response		
	Yes	No	Not Sure
Did you like being in the program this year?	91%	0	9%
Are you doing better in your schoolwork since you have been in the program?	67	4%	29
Are you a better reader now than you were before you were in the program?	84	5	11
Has school been more interesting since you have been in the program?	79	4	17
Would your friends and classmates like to be in a program like this?	52	5	43
Do you like to read more since you have been in the program?	85	5	10
Were your parents glad that you took part in this program?	78	1	21
Would you like to be in a program like this again sometime?	81	8	11

When asked if they were doing better in their schoolwork since being in the program, fifty-eight percent of pupils answered yes after receiving eighteen weeks of Reading Maintenance and Improvement instruction, while seventy-six percent answered yes after thirty-six weeks in the program. The other questions on the questionnaire which were related to feelings of achievement showed a slight tendency toward an increased sense of improvement for the group with longer participation in the program.

Stanford Achievement Test

Using Stanford Achievement test scores provided by the annual testing program of the Denver Public Schools, a study was made to compare the achievement of Reading Maintenance and Improvement pupils with that of similar pupils who did not participate in the program.

Spring test results for 1967 and 1968 were obtained on a random sample of fourth, fifth, and sixth grade pupils who had been in the program and on a similar sample of control pupils who had not participated. An F ratio was then calculated by using analysis of covariance technique with the pretest as a covariate in order to compare groups at each grade level on the basis of the post-test criterion. Comparisons were made on several subtests: Word Meaning, Paragraph Meaning, Language, Arithmetic Computation, and Arithmetic Concepts.

The control groups were drawn from a population of pupils who attended target area schools without Reading Maintenance and Improvement programs and who had below grade level pretest scores similar to those of the Reading Maintenance and Improvement pupils. Analyses were also made using Intelligence Quotient scores and a combination of Intelligence Quotient scores and pretest scores as covariates, but results were so similar to those obtained when only the pretest scores were used that they are not reported.

An analysis of Table 12 shows that no statistically significant differences were found between the Word Meaning scores of pupils who had Reading Maintenance and Improvement experience and of those who had not, except in Grade Six where there is a difference significant at the .01 level favoring the control groups.

Table 12

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN WORD MEANING (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	8.480	8.480	0.379	NS
Within Subgroups	111	2485.934	22.396		
Total	112	2494.414			

	N	Adjusted Mean
Experimental	44	3.3
Control	70	3.2
Total	114	3.2

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	5.483	5.483	0.098	NS
Within Subgroups	129	7226.358	56.018		
Total	130	7231.841			

	N	Adjusted Mean
Experimental	64	4.1
Control	68	4.1
Total	132	4.1

Grade 6 Results

Source	df	Sums of Squares	Mean Squares	F	P
Between Subgroups	1	640.760	640.760	13.042	<.01
Within Subgroups	101	4962.144	49.130		
Total	102	5602.904			

	N	Adjusted Mean
Experimental	41	3.9
Control	63	4.4
Total	104	4.2

Table 13 reveals no significant differences between the Paragraph Meaning scores of pupils who were in the Reading Maintenance and Improvement Program and those of pupils who were not. The observation holds true at all grade levels.

Table 13

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN PARAGRAPH MEANING (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	7.507	7.507	0.245	NS
Within Subgroups	111	3398.566	30.618		
Total	112	3406.073			

	N	Adjusted Mean
Experimental	44	3.0
Control	70	3.0
Total	114	3.0

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	102.549	102.549	2.347	NS
Within Subgroups	129	5637.078	43.698		
Total	130	5739.627			

	N	Adjusted Mean
Experimental	64	4.2
Control	68	4.1
Total	132	4.2

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	210.319	210.319	1.963	NS
Within Subgroups	101	10823.515	107.164		
Total	102	11033.834			

	N	Adjusted Mean
Experimental	41	4.2
Control	63	4.5
Total	104	4.4

Table 14 shows that significant differences between Spelling scores of pupils who had experience in Reading Maintenance and Improvement and the scores of those who had not were found only at the sixth grade level, favoring the control group.

Table 14

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN SPELLING (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	6.166	6.166	0.200	NS
Within Subgroups	111	3425.214	30.858		
Total	112	3431.380			

	N	Adjusted Mean
Experimental	44	3.3
Control	70	3.2
Total	114	3.2

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	10.974	10.974	0.220	NS
Within Subgroups	129	6432.985	49.868		
Total	130	6443.959			

	N	Adjusted Mean
Experimental	64	4.2
Control	68	4.1
Total	132	4.2

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	292.752	292.752	4.050	<.05
Within Subgroups	101	7299.916	72.276		
Total	102	7592.668			

	N	Adjusted Mean
Experimental	41	4.0
Control	63	4.4
Total	104	4.3

Table 15 indicates that no statistically significant differences were found between Language scores of pupils who had Reading Maintenance and Improvement experience and scores of those who had not.

Table 15

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN LANGUAGE (COVARITE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	0.310	0.310	0.020	NS
Within Subgroups	111	1750.388	15.769		
Total	112	1750.698			

	N	Adjusted Mean
Experimental	44	2.6
Control	70	2.7
Total	114	2.6

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	66.517	66.517	1.011	NS
Within Subgroups	129	8489.334	65.809		
Total	130	8555.851			

	N	Adjusted Mean
Experimental	64	3.8
Control	68	3.6
Total	132	3.7

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	8.134	8.134	0.138	NS
Within Subgroups	101	5937.560	58.788		
Total	102	5945.694			

	N	Adjusted Mean
Experimental	41	3.9
Control	63	3.9
Total	104	3.9

Table 16 presents an analysis of pupils' test scores in Arithmetic Computation. It is included to give a comparison between the achievements of control and experimental groups in an area not directly related to the Reading Maintenance and Improvement Program (See Summary and Conclusions). Although results tend to favor the control group, the differences were not statistically significant.

Table 16

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN ARITHMETIC COMPUTATION (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	20.365	20.365	0.474	NS
Within Subgroups	111	4772.491	42.995		
Total	112	4792.856			

	N	Adjusted Mean
Experimental	44	3.3
Control	70	3.4
Total	114	3.3

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	1.735	1.735	0.024	NS
Within Subgroups	129	9295.026	72.054		
Total	130	9296.761			

	N	Adjusted Mean
Experimental	64	4.2
Control	68	4.2
Total	132	4.2

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	242.417	242.417	3.021	NS
Within Subgroups	101	8103.673	80.234		
Total	102	8346.090			

	N	Adjusted Mean
Experimental	41	4.2
Control	63	4.5
Total	104	4.4

An analysis of Table 17 shows that differences in Arithmetic Concept scores also tended to favor the control group and that the differences were statistically significant at the .05 level in Grade Four.

Table 17

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN ARITHMETIC CONCEPTS (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	452.774	452.774	5.500	<.05
Within Subgroups	111	9137.546	82.320		
Total	112	9590.320			

	N	Adjusted Mean
Experimental	44	2.9
Control	70	3.3
Total	114	3.2

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	10.438	10.438	0.079	NS
Within Subgroups	129	16998.832	131.774		
Total	130	17009.270			

	N	Adjusted Mean
Experimental	64	4.3
Control	68	4.4
Total	132	4.4

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	105.589	105.589	1.028	NS
Within Subgroups	101	10369.560	102.669		
Total	102	10475.149			

	N	Adjusted Mean
Experimental	41	4.8
Control	63	5.0
Total	104	4.9

Summary of Findings: The procedures used in the foregoing analysis yielded few significant differences between the pupils who had received the Reading Maintenance and Improvement instruction and those who had not. Only three subtests (Word Meaning - Grade 6; Spelling - Grade 6; Arithmetic Concepts - Grade 4) showed significant differences, and each time they favored the control rather than the experimental group.

Despite efforts to achieve valid matching of experimental and control groups by using only target area schools and selecting pupils randomly from among those who had similar below-grade reading scores, the comparability of the two groups remains questionable. Of primary concern, since separate schools not having Reading Maintenance and Improvement Programs were used to obtain the control groups, are questions as to the characteristics of the separate school populations:

> Are there differences among target area schools such as those of ethnic background, poverty rate, peer relationships, faculty experience, and school climate which were not controlled? Did factors determining the original selection of Reading Maintenance and Improvement schools introduce a bias into the sampling procedures?
>
> Does the fact that control groups actually performed better in subject areas not directly related to the Reading Maintenance and Improvement Program (See arithmetic scores - Tables 5 and 6) indicate the existence of factors which favored the control groups?

There are at least three possible explanations for the higher arithmetic scores among control-group pupils, all of which have bearing on interpretations of test scores more directly related to Reading Maintenance and Improvement.

1. The control groups could have benefited from some uncontrolled variable/s/ such as those already suggested. If so, one would assume that control-group reading tests were also affected and, when comparing test data, the Reading Maintenance and Improvement Program would seem to have been less successful than it actually was. That is to say, significant gains actually made by experimental pupils could have been masked by superior gains resulting from advantages held by control pupils.

2. Experimental-group pupils could have been unfavorably affected in arithmetic by their absence from their regular classrooms while they were participating in Reading Maintenance and Improvement. Using this hypothesis, one would conclude that Reading Maintenance and Improvement was ineffective and the net result was a pupil loss in subject areas.

3. The differences favoring the fourth grade control group in Arithmetic Concepts at the .05 level of significance occurred as a result of chance and should be discounted.

These questions could be resolved in future studies by application of experimental procedures which would allow random selection of control and experimental groups from within the same school.

McCullough Word Analysis Test

As was done during the previous school year (See A Project for Educational Opportunity, Evaluation Report 1966-67), the McCullough Word-Analysis Test was administered on a pre- and post-test basis to all pupils who participated in the reading program. The test was selected primarily as a diagnostic instrument for project teacher use, but it also served as an evaluation device to measure progress in specific word attack skills.

Four parts of the test battery were used: Test I - Initial Blends and Digraphs, Test II - Phonetic Discrimination, Test III - Matching Letters to Vowel Sounds, and Test VI - Dividing Words Into Syllables.

Procedures used are similar to those used to analyze the Stanford Achievement Test data. A one-dimensional analysis of covariance technique, with the pretest as a covariate, was utilized to determine an F ratio and compare experimental and control groups on the basis of post-test criterion. Control groups were drawn randomly from a population of pupils attending target area schools other than those selected for the project and having below-grade level reading scores similar to those of pupils in the experimental groups. Therefore, the same questions about comparability of groups discussed in the presentation of the Standard Achievement Test data apply to the McCullough results.

Table 18 reports the achievement of the Reading Maintenance and Improvement groups compared to that of the control groups in acquiring knowledge of certain combination of consonants. A significant difference favoring the experimental group at the .01 level of confidence was found between the means at Grade Four. Only chance differences were observed at Grades Five and Six.

Table 18

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE MCCULLOUGH WORD ANALYSIS TEST, SUBTEST I - INITIAL BLENDS AND DIGRAPHS (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	183.441	183.441	7.864	<.01
Within Subgroups	153	3569.302	23.328		
Total	154	3752.743			

	N	Adjusted Mean
Experimental	75	27.380
Control	81	25.203
Total	156	26.250

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	5.518	5.518	0.490	NS
Within Subgroups	178	2002.599	11.251		
Total	179	2008.117			

	N	Adjusted Mean
Experimental	92	28.349
Control	89	27.999
Total	181	28.177

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	0.168	0.168	0.049	NS
Within Subgroups	174	597.955	3.436		
Total	175	598.123			

	N	Adjusted Mean
Experimental	96	29.112
Control	81	29.052
Total	177	29.085

Analysis of Table 19 reveals differences in the means which are statistically significant at the .01 level for both Grades Four and Five. It would appear that participation in the program enabled pupils to achieve greater gains in their ability to recognize the sound of a letter or of a pair of letters and to find a like sound in another word.

Table 19

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE MCCULLOUGH WORD ANALYSIS TEST, SUBTEST II - PHONETIC DISCRIMINATION (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	310.360	310.360	14.279	<.01
Within Subgroups	153	3325.655	21.736		
Total	154	3636.015			

	N	Adjusted Mean
Experimental	75	19.068
Control	81	16.245
Total	156	17.603

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	195.741	195.741	11.768	<.01
Within Subgroups	178	2960.837	16.634		
Total	179	3156.578			

	N	Adjusted Mean
Experimental	92	22.674
Control	89	20.562
Total	181	21.635

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	10.724	10.724	0.949	NS
Within Subgroups	174	1966.787	11.303		
Total	175	1977.511			

	N	Adjusted Mean
Experimental	96	23.218
Control	81	22.717
Total	177	22.989

Table 20 indicates that no statistically significant differences between experimental and control groups in ability to associate certain vowel letters with the sounds in words.

Table 20

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE MCCULLOUGH WORD ANALYSIS TEST, SUBTEST III - MATCHING LETTERS TO VOWEL SOUNDS (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	31.345	31.345	1.988	NS
Within Subgroups	153	2412.743	15.770		
Total	154	2444.088			

	N	Adjusted Mean
Experimental	75	22.786
Control	81	21.889
Total	156	22.321

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	0.159	0.159	0.017	NS
Within Subgroups	178	1636.490	9.194		
Total	179	1636.649			

	N	Adjusted Mean
Experimental	92	25.893
Control	89	25.953
Total	181	25.923

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	9.001	9.001	1.276	NS
Within Subgroups	174	1226.990	7.052		
Total	175	1235.991			

	N	Adjusted Mean
Experimental	96	27.360
Control	81	26.894
Total	177	27.147

A study of Table 21 will show that differences exist at all grade levels in the ability to apply eight rules of syllabication but that these are not large enough to have statistical significance.

Table 21

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE MCCULLOUGH WORD ANALYSIS TEST, SUBTEST VI - DIVIDING WORDS INTO SYLLABLES (COVARIATE: PRETEST)

Grade 4 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	0.232	0.232	0.012	NS
Within Subgroups	153	3064.867	20.032		
Total	154	3065.099			

	N	Adjusted Mean
Experimental	75	20.216
Control	81	20.294
Total	156	20.256

Grade 5 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	10.701	10.701	0.635	NS
Within Subgroups	178	2997.741	16.841		
Total	179	3008.442			

	N	Adjusted Mean
Experimental	92	24.002
Control	89	23.515
Total	181	23.762

Grade 6 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	20.029	20.029	2.523	NS
Within Subgroups	174	1381.048	7.937		
Total	175	1401.077			

	N	Adjusted Mean
Experimental	96	25.043
Control	81	24.356
Total	177	24.729

Summary of Findings: Analysis of McCullough Word-Analysis Test results reveal differences on two subtests (Subtest I at Grade 4; Subtest II at Grades 4 and 5) large enough to be statistically significant at the .01 level. Such differences suggest that the experimental groups made more progress than control groups in their mastery and application of certain phonetic - and structural - analysis skills related to reading.

Since the experimental group means were higher than control group means at all grade levels and on all subtests except Subtest III at Grade Five, the consistency of these results may indicate a trend; but except for those instances noted, the differences do not go beyond the level of chance.

Considering the initial use of the McCullough pre-test as a diagnostic instrument to determine instructional goals, the gains were probably not so large as one would have hoped them to be. However, the same concerns expressed in the earlier analysis of Stanford Achievement Test scores would, if indeed operant, obtain here.

For further discussion of this problem see page 44.

Anecdotal Information[1]

Each project teacher was asked to submit an anecdotal record on a pupil who had participated in the reading program. Although all these records could not be included in this report, those selected illustrate the impact the program had on individual pupils. As indicated in these records, pupils not only showed an increase in reading and other academic skills but also improved socially and developed a sense of personal worth as a result of the supportive atmosphere of the program.

Social Work

Several supplementary services served the needs of pupils in the reading program. Part of this service was in the form of additional social work and psychological testing. One full-time social worker was assigned to work with parochial elementary schools, serving one hundred forty-nine pupils during the school year. Public school pupils received social work services through the regular school social worker paid from local funds. Ten psychologists were assigned ninety-nine hours to provide psychological testing for reading pupils.

Activities of social work assistants included

- attendance work to determine the cause of absences or truancy and to work out solutions to the problem of poor attendance with parents and school staff
- financial help in the form of subsidized lunches and referral to community agencies for assistance in securing food and clothing
- referrals to other community agencies: Child Welfare, Denver Department of Welfare, Legal Aid Society, Neighborhood Health Center, and Domestic Relations Court
- record-keeping to summarize work done with each child and to assist the regular social worker in preparing special reports
- follow-up work with multi-problem families and evening visits to parents who could not be contacted during the day
- direct contacts to assess a child's problem, confer with teachers, and observe the child in school situations.

During the year, social work assistants gave intensive service to a number of children whose serious social and emotional problems interfered with their ability to learn. In many cases, the assistants sought specific cooperation from the parents of children with whom they were working and followed through with intensive casework. Also, they made numerous referrals to other community agencies for specialized services.

Whenever a child's school problems required a psychological evaluation, testing was administered by the psychologist.

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[1] See Appendix B.

Follow-up conferences involving the social work assistant, the psychologist, and teaching personnel afforded opportunities to develop appropriate ways of working with the child in the classroom. Whenever needed, conferences were held to interpret the testing results to parents.

Examples of casework[1] by social work assistants are included as a part of this report. These portray the seriousness of some family problems in the target area and the need these families have for assistance. Also they point out the multiplicity of problems facing the schools in their efforts to overcome the educational deficiencies of pupils who live in such areas.

Speech Therapy[2]

Another service offered through the reading program was that of speech correction. A full-time speech therapist was assigned to provide diagnostic speech-language screening and corrective speech instruction. The results of the speech-language examinations indicated that of the 564 pupils who were examined 161 needed speech correction. Of these 122 were new cases, twenty-one were continuations from last year, and twenty-four were pupils who had been dismissed last year but were found to have regressed and were also treated as continuations.

Table 21 shows the results reported by the speech therapist at the end of the school year.

Table 21

DISPOSITION OF CASE-LOAD BY SPEECH THERAPIST

Pupils dismissed after successful treatment	81
Pupils recommended for continued treatment	72
Pupils moved	11
Pupils withdrawn	3
Total	167

Health Service

Under this phase of the program, additional school nurse services were provided for pupils in Reading Maintenance classes. A full-time nurse was able to give initial vision and hearing tests or both to 1,558 pupils in the program and make the referrals necessary for further evaluation and correction. A complete summary of the services provided by the ESEA nurse appears in Tables 22 and 23.

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[1] See Appendix C.
[2] See Appendix D.

Table 22

PUPILS SCREENED FOR VISION OR HEARING DEFECTS

	VISION						HEARING	
	Schools	Vision Test	Referred	Medical Care	Corrections	Pending	Screened	Defects Found
Private	26	1263	274	204	127	28	451	23
Public	8	295	61	54	46	2	156	2
Total	34	1558	335	258	173	30	607	25

Table 23

FOLLOW-UP CONTACTS BY SCHOOL NURSE

	Number of Schools	Number of Home Visits	Number of Telephone Contacts	Number of School Conferences or Letters Written	Number Taken For Care By Nurse
Private	26	261	152	86	15
Public	8	36	94	38	1
Total	34	297	246	124	16

CONCLUSIONS AND RECOMMENDATIONS

Results of opinion questionnaires indicate that

- project teachers, classroom teachers, and principals considered the program to have been an effective compensatory activity for educationally disadvantaged pupils
- project teachers and classroom teachers felt the program had been helpful in improving pupil achievement and behaviors
- some question existed in the minds of project teachers, classroom teachers, and principals as to whether the program was of adequate length to overcome reading difficulties (classroom teachers tended to feel more positive about program results when the pupils they had referred from their classrooms had participated for a longer period of time)
- staff members were less positive about the adequacy of follow-up provisions when the pupils were released from Reading Maintenance and Improvement and returned to their regular classrooms for reading
- staff members saw the area of parent involvement as one which needed improvement
- parents were extremely favorable in their views toward the program, feeling that it had helped their children in both reading and attitudes toward school
- pupils liked being in the program, believed it had enabled them to become better readers, and would like to be in a similar program again.

Results of test data indicate that

- significant differences between experimental and control groups were evident in only three instances when six subtests of the Stanford Achievement Tests were checked at each of the three grade levels; when they did exist, differences tended to favor the control groups
- differences beyond the level of chance existed in only three instances when four subtests of the McCullough Word Analysis Test were checked at each of the three grade levels; differences which did occur tended to favor experimental groups
- questions remain when evaluating results which suggest that further refinement is needed in experimental procedures, especially in the manner in which control and experimental groups are selected.

Results for supplementary services indicate that pupils received benefits from speech, social work, psychological, and health services which were provided through the program.

TEAM TEACHING

DESCRIPTION

Elementary Team Teaching

A program of team teaching was provided in seventeen public elementary schools in the target area for approximately 2,571 pupils in Grades 1, 2, and 3. Thirty-five additional teachers were employed to work with regular classroom (homeroom) teachers in a team situation. The project teacher, who became known as the "floating" teacher, was assigned to assist with two classes, each for a half a day. This procedure allowed the classes to be divided into two smaller classes of approximately fifteen pupils for at least half of the day, and to be further subgrouped by the two teachers so as to achieve small-group instruction. During the time the floating teacher was in the room, the major teaching emphasis was on reading and language instruction.

Secondary Team Teaching

Secondary team teaching was provided for 307 seventh grade pupils in four junior high schools. Five additional teachers were assigned as "floaters" to work with other teachers as a team, thereby providing a reduction in class size and increased individual attention for each pupil. At this level, teaching emphasis was on remedial reading instruction and language development.

STATEMENT OF OBJECTIVE

To set up teaching groups small enough to provide the increased individual attention necessary to help children meet with success in school, particularly in the areas of concept development, language arts skills, and self-image.

ACTIVITIES EMPLOYED

Activities emphasized with elementary pupils included those involving

- reading: readiness activities; use of Hay-Wingo phonics system; experience charts; basal and supplemental readers
- writing: personal stories dictated to teacher; dictation by teacher; spelling
- listening: identification of sounds in the classroom, school building, and neighborhood; using details of a story; discrimination between phonetic and structural elements; listening to music and story records
- talking: correct word pronunciations; correct use of words; choral reading; role-playing; dramatization; oral expression in sharing, reporting, and discussion related to meaningful experiences
- mathematics: manipulation of concrete materials; development of basic skills, concepts, and relationships
- following directions
- exploration of environment and community such as visits to museums and libraries

- identification, labeling, and categorizing
- varied experiences with multi-ethnic materials which portray life in the inner city.

Activities for secondary pupils included

- remedial reading instruction: use of high interest-low vocabulary reading materials; phonics drills; working with Words in Color, SRA Reading Laboratories, controlled reader, tachitoscope, and other vocabulary and skill building materials
- language and spelling instruction to improve communications skills: role-playing; group sharing and discussion; tape recording; dramatization
- use of small pupil-teacher ratio to provide for individual pupil needs
- special procedures.

Activities for school staff included

- distribution of program guide, "Guidelines to Team Teaching," to teachers and principals
- use of specially appointed coordinators who worked with team members and helped them improve teaching methods and who provided continuing inservice
- special meetings with reading consultants who were specialists in the fields of phonics and language arts.

EVALUATION PROCEDURES

Evaluation of Elementary Team Teaching included

- securing teacher opinion
- securing principal opinion
- using pre- and post-results of the Stanford Achievement Test to compare achievement of experimental and control groups
- securing anecdotal information from team teachers.

Evaluation of Secondary Team Teaching included

- securing teacher opinion
- using pre- and post-test results of the Stanford Achievement Test.

RESULTS AND INTERPRETATION OF DATA

Elementary Questionnaires

Questionnaires given to all homeroom teachers (with whom floating teachers teamed), floating teachers, and principals determined their responses to the team teaching program at the elementary school level. Altogether, responses were received from ninety-three teachers and seventeen principals.

A four-point rating scale was used for responses to the questionnaires. The scale resulted from assignments of numerical values to four descriptive adverbs:

4	3	2	1
Extremely	Very	Somewhat	Not

Responses were reported in the tables as means determined from the totals of individual responses. For example, a mean response of 3.5 on a question which sought to determine effectiveness would indicate that the average response to the question was midway between "very" effective and "extremely" effective.

Table 1 explores the answers of staff members to questions about program effectiveness. Although principals were slightly more conservative in their estimates than were teachers, there was general agreement of opinion that the program was worthwhile in meeting the needs of disadvantaged pupils.

Table 1

COMPARISON OF MEAN RESPONSES OF HOMEROOM TEACHERS, FLOATING TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT PROGRAM EFFECTIVENESS

Item	Mean Response of		
	Homeroom Teachers	Floating Teachers	Principals
I feel that pupils' chances for success in school were __?__ enhanced by their participation in Team Teaching.	3.2	3.2	2.7
It was __?__ evident that pupil progress was enhanced by their participation in Team Teaching.	3.0	3.1	*
Overall, I feel that Team Teaching is __?__ worthwhile as a compensatory activity for disadvantaged pupils.	3.4	3.5	2.9

* Not asked

Table 2 indicates the degree to which teachers felt the program had been helpful in improving pupil achievement, attitudes, and behaviors. The starred areas are those in which teachers believed the program to have been at or near to "very effective." Other areas are slightly lower, but generally fall closer to "very" effective than to "somewhat" effective. A high degree of correlation exists between the responses of the two groups of teachers.

Table 2

COMPARISON OF MEAN RESPONSES OF HOMEROOM TEACHERS AND FLOATING TEACHERS AS TO PROGRAM HELPFULNESS IN IMPROVING PUPIL ACHIEVEMENT AND BEHAVIORS

Item	Mean Responses of	
	Homeroom Teachers	Floating Teachers
To what extent was the program HELPFUL in improving pupil:		
Attitude toward school?	2.6	2.8
*Achievement in reading?	3.1	3.1
*Self-confidence?	2.9	3.1
*Participation in class?	3.2	3.3
*Self-concept and sense of personal worth?	2.9	2.8
Behavior in school?	2.6	2.6
Desire to come to school?	2.7	2.8
*Ability to communicate orally?	3.0	3.1
Ability to communicate in writing?	2.7	2.8
*Desire to read?	3.0	3.1
Relations with their peers?	2.8	2.8
Relations with teachers?	3.0	2.9
Listening habits?	2.7	2.7
*Background of experience?	2.8	2.9
Desire to achieve in school?	2.6	2.8
Interest in school?	2.6	2.7

Table 3 summarizes the mean responses of the three groups of respondents to various questions related to program administration, procedures, and inservice. Attitudes were generally favorable, with the mean responses in most areas nearer to "very" than to "somewhat." Respondents felt their duties and responsibilities had been well defined, the program had been well structured to meet individual reading needs, activities and procedures in team teaching had been appropriate for teaching disadvantaged pupils, and assistance of supervising teachers and coordinators had been helpful. The least positive views were expressed concerning adaptibility of classroom facilities, provisions for excursions, and inservice offerings.

Table 3

COMPARISON OF MEAN RESPONSES OF HOMEROOM TEACHERS, FLOATING TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT PROGRAM ADMINISTRATION, PROCEDURES AND INSERVICE

Items	Mean Response of Homeroom Teachers	 Floating Teachers	 Principals
The selection and placement of pupils in the teams this year was __?__ well done in my school.	2.6	2.5	2.7
Team teaching is __?__ well structured to meet the individual reading needs of pupils.	3.0	3.1	2.7
Classroom facilities were __?__ adaptable to teaching effectively in a team situation.	2.5	2.2	2.1
The activities and procedures used in Team teaching are __?__ appropriate for teaching disadvantaged pupils.	2.8	3.0	2.9
The grouping procedure in the team was __?__ flexible.	2.6	3.0	*
The provisions made for excursions this year were __?__ adequate.	2.7	2.4	*
The instructional materials provided in the program were __?__ appropriate for teaching disadvantaged pupils.	2.6	2.7	2.9
Hay-Wingo phonics is __?__ effective as a teaching method for disadvantaged pupils.	2.9	3.1	*
The individual responsibilities and duties of the homeroom and floating teachers were __?__ well defined and understood.	2.8	3.0	2.8
The assistance of supervising teachers and coordinators was __?__ helpful this year.	2.9	3.0	3.4
The opportunities for inservice education this year were __?__ adequate.	2.5	2.6	2.8
The inservice education was __?__ helpful in contributing to my knowledge and understanding of disadvantaged pupils.	2.5	2.5	*
The inservice education was __?__ helpful in contributing to my teaching effectiveness in the classroom.	2.6	2.4	*

*Not asked

Questions grouped together in Tables 4 and 5 were framed to determine how staff members felt about the working relationships that existed between homeroom teachers and floating teachers.

The high means in Table 4 would seem to indicate a very positive overall relationship.

Table 4

COMPARISON OF MEAN RESPONSES OF HOMEROOM TEACHERS, FLOATING TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT WORKING RELATIONSHIPS IN THE TEAMS

Item	Mean Responses of		
	Homeroom Teachers	Floating Teachers	Principals
The cooperation between team members was __?__ satisfactory.	3.3	3.4	2.9
Members of my team were __?__ willing to assume their share of the teaching responsibility.	3.4	3.6	3.2
The grouping of pupils within my team was __?__ satisfactory.	2.9	3.1	*

* Not asked

Since any negative relationship would seem to limit effectiveness in a team teaching program and therefore be of some concern, Table 5 shows the actual percentages of teachers (homeroom teachers and floating teachers combined) who gave each of the possible responses.

Table 5

PERCENTAGES OF TEACHERS WHO SELECTED EACH OF FOUR DESCRIPTIVE ADVERBS WHEN ASKED QUESTIONS RELATED TO THEIR WORKING RELATIONSHIPS WITHIN THE TEAMS

Item	Percentage Responding With			
	Extremely	Very	Somewhat	Not
The cooperation between team members was __?__ satisfactory.	56%	28%	13%	3%
Members of my team were __?__ willing to assume their share of the teaching responsibility.	64	27	9	0
The grouping of pupils within my team was __?__ satisfactory.	22	51	26	1

Table 6 reveals responses to questions dealing with parent involvement. Respondents saw this as an area in which provision and performance were only somewhat adequate, a response which would seem to indicate a need for improvement.

Table 6

COMPARISON OF MEAN RESPONSES OF HOMEROOM TEACHERS, FLOATING TEACHERS, AND PRINCIPALS TO QUESTIONS ABOUT PARENT INVOLVEMENT

Item	Mean Response of		
	Homeroom Teachers	Floating Teachers	Principals
I feel that parent involvement in the program was __?__ adequate.	1.7	1.5	1.7
The time provided for parent conferences was __?__ adequate.	1.9	2.0	*
The conferences I had with parents were __?__ worthwhile.	2.5	2.3	*

* Not Asked

Staff members were asked whether the program should be continued next year and to what degree, if any, it should be modified. Table 7 indicates their reactions.

Table 7

STAFF RESPONSE RELATED TO CONTINUING THE PROGRAM

Item	Percent of Response from		
	Homeroom Teachers	Floating Teachers	Principals
Continued unchanged	47%	53%	47%
Modified somewhat	45	34	24
Considerably changed	5	13	29
Discontinued	3	0	0

Finally, the questionnaires solicited additional comments and suggestions from staff members involved in the program. The most frequent suggestions received from the ninety-three teachers who completed questionnaires are summarized in Table 8.

Table 8

SUMMARY OF TEACHER SUGGESTIONS

Item	f
Provide better physical facilities	22
Separate room (12)	
Room dividers (6)	
Larger rooms (4)	
Extend program to arithmetic	12
Provide more inservice	11
For new teachers (4)	
To define duties and responsibilities (7)	
Improve relationship between team teachers	9
Provide more specialized teaching materials	9
Improve selection of pupils	7
Lower pupil teacher ratio further	7
Allow greater flexibility in procedures	5

Principals suggested further exploration of staffing patterns (5), use of only experienced homeroom teachers (2), separate teaching space for floating teachers (2), extension of the program to include more pupils (2), more time for team planning (1), and more parent involvement (1).

Stanford Achievement Test

Stanford Achievement Test scores provided by the annual testing program of the Denver Public Schools were utilized to measure the progress of pupils enrolled in team teaching against that of pupils not participating.

For an objective evaluation of the program, spring test results for 1968 were obtained on a random sample of first, second, and third grade pupils who had been in the program and on a similar sample of pupils who had not. With intelligence quotient as a covariate, an F ratio was computed using the one-dimensional analysis of covariance technique to determine if real differences existed among the groups. The analyses included several subtests of the Primary I Battery at first grade level and the Primary II Battery at the second and third grade levels.

The control groups were selected from two sources: pupils who attended target area schools without team teaching and pupils within team teaching schools but not participating in the program. Control group pupils had below-grade performance similar to that within the experimental groups.

Table 9 shows that statistically significant differences in Word Meaning scores existed between experimental and control groups at all grade levels. At Grades One and Three, they were significant at the .01 level and favored the control groups. At Grade Two they were significant at the .05 level and favored the experimental group.

Table 9

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN WORD MEANING (COVARIATE: I.Q.)

Grade 1 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	78.080	78.080	6.922	<.01
Within Subgroups	407	4590.396	11.279		
Total	408	4668.476			

	N	Adjusted Mean
Experimental	177	1.5
Control	233	1.6
Total	410	1.6

Grade 2 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	157.152	157.152	5.008	<.05
Within Subgroups	422	13244.032	31.383		
Total	423	13401.184			

	N	Adjusted Mean
Experimental	212	2.6
Control	213	2.5
Total	425	2.5

Grade 3 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	1741.488	1741.488	21.772	<.01
Within Subgroups	204	16317.344	79.987		
Total	205	18058.832			

	N	Adjusted Mean
Experimental	111	3.0
Control	96	3.5
Total	207	3.2

Table 10 indicates that significant differences occurred on the Paragraph Meaning subtest at Grades One and Three, and favored control rather than experimental groups. No significant difference was observed in Grade Two.

Table 10

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN PARAGRAPH MEANING (COVARIATE: I.Q.)

Grade 1 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	84.346	84.346	11.113	<.01
Within Subgroups	407	3088.942	7.590		
Total	408	3173.288			

	N	Adjusted Mean
Experimental	177	1.6
Control	233	1.7
Total	410	1.6

Grade 2 Results

Source	df	Sums of Squares	Mean Squares	F	P
Between Subgroups	1	5.100	5.100	0.156	NS
Within Subgroups	422	13792.188	32.683		
Total	423	13797.288			

	N	Adjusted Mean
Experimental	212	2.5
Control	213	2.5
Total	425	2.5

Grade 3 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	1956.584	1956.584	25.211	<.01
Within Subgroups	204	15832.110	77.608		
Total	205	17788.694			

	N	Adjusted Mean
Experimental	111	3.0
Control	96	3.6
Total	207	3.3

Performance on the Spelling subtest, which is summarized in Table 11, was not significantly different for experimental and control groups at Grade One. Significant differences were found at Grade Two in favor of the experimental group, and in Grade Three favoring the control group.

Table 11

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN SPELLING (COVARIATE: I.Q.)

Grade 1 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	1.365	1.365	0.062	NS
Within Subgroups	407	8992.691	22.095		
Total	408	8994.056			

	N	Adjusted Mean
Experimental	177	1.7
Control	233	1.7
Total	410	1.7

Grade 2 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	277.167	277.167	5.467	<.05
Within Subgroups	422	21393.811	50.696		
Total	423	21670.978			

	N	Adjusted Mean
Experimental	212	2.8
Control	213	2.7
Total	425	2.8

Grade 3 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	2403.050	2403.050	26.272	<.01
Within Subgroups	204	18659.560	91.468		
Total	205	21062.610			

	N	Adjusted Mean
Experimental	111	3.3
Control	96	4.0
Total	207	3.6

Table 12 reveals significant differences in Word Study Skills only at Grade Three, where performance favored control pupils rather than pupils in Team Teaching.

Table 12

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN WORD STUDY SKILLS (COVARIATE: I.Q.)

Grade 1 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	16.320	16.320	0.509	NS
Within Subgroups	407	13054.305	32.074		
Total	408	13070.625			

	N	Adjusted Mean
Experimental	177	1.7
Control	233	1.7
Total	410	1.7

Grade 2 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	239.404	239.404	2.143	NS
Within Subgroups	422	47150.382	111.731		
Total	423	47389.786			

	N	Adjusted Mean
Experimental	212	2.5
Control	213	2.7
Total	425	2.6

Grade 3 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	2441.255	2441.255	16.119	<.01
Within Subgroups	204	30895.507	151.449		
Total	205	33336.762			

	N	Adjusted Mean
Experimental	111	3.3
Control	96	4.0
Total	207	3.7

Since the Primary I Battery, which is used in Grade One, does not include a Language subtest, Table 13 gives results only for Grades Two and Three. Significance at the .01 level occurred only in third grade, where it favored the control group.

Table 13

ONE-DIMENSIONAL ANALYSIS OF CONARIANCE OF THE STANFORD ACHIEVEMENT TEST IN LANGUAGE (COVARIATE: I.Q.)

Grade 1 Results

No Language Test Given

Grade 2 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	88.159	88.159	1.912	NS
Within Subgroups	422	19454.176	46.100		
Total	423	19542.335			

	N	Adjusted Mean
Experimental	212	2.7
Control	213	2.8
Total	425	2.8

Grade 3 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	1160.745	1160.745	15.701	<.01
Within Subgroups	204	15081.465	73.929		
Total	205	16242.210			

	N	Adjusted Mean
Experimental	111	3.1
Control	96	3.6
Total	207	3.4

Table 14 compares pupils involved in the team teaching program with control pupils in arithmetic achievement. These scores are important, even though the team-teaching part of the school day (when the floating teacher was in the classroom) was devoted primarily to language arts, because the regular classroom teacher was encouraged to extend the time allotment for arithmetic during the remaining part of the day. Results of Table 14 follow a similar pattern to those obtained on other subtests with a significant difference occuring at Third Grade in favor of the control group.

Table 14

ONE-DIMENSIONAL ANALYSIS OF COVARIANCE OF THE STANFORD ACHIEVEMENT TEST IN ARITHMETIC COMPUTATION *(COVARIATE: I.Q.)

Grade 1 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	15.838	15.838	1.642	NS
Within Subgroups	407	3924.975	9.644		
Total	408	3940.813			

	N	Adjusted Mean
Experimental	177	1.6
Control	233	1.6
Total	410	1.6

Grade 2 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	14.802	14.802	0.410	NS
Within Subgroups	422	15243.137	36.121		
Total	423	15257.939			

	N	Adjusted Mean
Experimental	212	2.7
Control	213	2.6
Total	425	2.7

Grade 3 Results

Source	df	Sums of Squares	Mean Square	F	P
Between Subgroups	1	1646.112	1646.112	21.599	<.01
Within Subgroups	204	15547.129	76.211		
Total	205	17193.241			

	N	Adjusted Mean
Experimental	111	3.3
Control	96	3.9
Total	207	3.6

* Results reported for Grade 1 are from Primary I Battery Subtest: Arithmetic

An analysis was also run on the Arithmetic Concepts subtest of the Primary II Battery for Grades Two and Three. They closely paralleled results which were obtained on the Arithmetic Computation subtest. A significant difference, which favored the control group, occurred only in Grade Three.

Summary of Findings: Results obtained in the foregoing analyses do not lend themselves to any clearcut conclusions although significant differences were found on certain subtests at all grade levels. At Grade One, they were obtained only in the area of reading and favored the control group. At Grade Two, differences were significant in Word Meaning and Spelling and favored the experimental group. Grade Three comparisons yielded significant differences on all subtests, but again they favored the control pupils.

The results of the study raise several questions:

1. It is conceivable that a procedure which allows smaller groups and more individual attention and which is so favorably supported by subjective opinion on the questionnaires could actually hurt pupil achievement in Grades One and Three? If not, what factors are involved in the study which account for the slightly higher scoring performance of control groups at these levels?

2. What accounts for the discrepancy between the achievement measured and noted for pupils taught by Grade Two teams and that for those taught by teams in Grades One and Three?

3. Was the manner in which experimental and control groups were chosen a valid procedure?

4. Can sound administrative decisions be made on the basis of ex post facto studies, or must future evaluation be designed as the programs are planned?

5. Does a time lag occur before experimental procedures begin to achieve results in higher achievement scores?

6. What procedures need to be considered to clarify the input so that the treatment or teaching method is the specific variable being evaluated?

Although efforts were made to achieve valid matching of experimental and control groups by using only target area schools and by randomly selecting pupils from among a population having comparable below-grade achievement scores, several concerns exist when the selection of pupils for control and treatment groups is examined. In some cases separate schools were used for controls. When this is done, there is almost certain to be a serious sampling bias. Differences existing among target area schools in such factors as ethnic backgrounds, cultural patterns, poverty rates, peer pressures, or school climate could have introduced important uncontrolled variables. These might have favored control groups. In other cases, control groups were selected within the team schools but in ex post facto fashion so that some established criteria had already removed the pupils in the team teaching program from the population.

Again this procedure might have introduced bias into the selection of control pupils and perhaps handicaped the experimental groups, since experimental pupils were likely to have been those most in need of help and those having a past history of low achievement. Also of concern is the question of whether or not some second or third grade pupils in these schools who were in the control groups may have actually been in the Team Teaching groups during an earlier grade, thereby having benefited from that experience and clouding the results.

Such questions as these are not meant as reflections on the good intentions of these studies. Rather, they are an outgrowth of experience, a necessary part of looking to the future, and an imperative consideration for future evaluations.

Elementary Anecdotal Information[1]

Each project teacher submitted an anecdotal record on a pupil who had participated in Team Teaching. A few which illustrate the effect of the program on individual pupils have been included in the appendix of this report.

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[1] See Appendix E

Secondary Evaluation Form

Secondary team teachers completed a short evaluation form asking the extent to which their stated objectives had been accomplished, what they saw to be major strengths and weaknesses of the program, what their conclusions were about overall effectiveness of the program, and what recommendations they would make for the next school year.

Teachers reported that pupils had met the objectives in varying degrees; however all teachers expressed satisfaction with the increased individual attention made possible by the program and belief in its helpfulness in bringing about improved attitudes, reading skills, study habits, and self-confidence.

Areas of major strength observed were opportunities to individualize instruction due to smaller class size, improvement in pupil attitudes, and latitude in adjusting curriculum, time allotments, and procedures.

Weaknesses reported were inflexibility of physical facilities and problems involving staff adjustment to team teaching.

Changes recommended included more careful assignment of teachers to insure preparation for teaching reading and exceptional children, installation of movable partitions in classrooms, and provision of additional high interest-low vocabulary materials.

Secondary Test Results

Pupils in the secondary Team Teaching program were tested with the Intermediate I Battery of the Stanford Achievement Test in the fall of 1967 and the spring of 1968. The easier form of the test was used because pupils in Team Teaching were seriously retarded in reading and would have found the Advanced Battery normally used in junior high school to be extremely difficult. Since the analysis of test data was ex post facto and since all eligible pupils had been previously included in the experimental group, it was impossible to use control groups.

Table 15 indicates that significant differences in mean scores occured on all subtests. The achievement gains noted were less than would normally be expected for average pupils during a full school year. Reasons for these phenomena need further identification and study. However, these pupils historically have achieved less than average pupils. What is not known in looking at the results is whether or not the gains noted occurred as a result of the Team Teaching program.

Table 15

GROUP MEANS FOR THE STANFORD ACHIEVEMENT TEST

Stanford Subtest	Pre-mean	Post-mean	Mean Diff.	t
Word Meaning	3.9	4.2	.3	5.235*
Paragraph Meaning	3.6	4.1	.5	6.294*
Word Study Skills	3.2	3.9	.7	8.843*
Language	3.3	3.6	.3	3.391*
Spelling	3.8	4.1	.3	6.601*

* Significant at the .01 level.

N = 157

CONCLUSIONS AND RECOMMENDATIONS

Results of elementary opinion questionnaires indicate that

- homeroom teachers, floating teachers, and principals saw the program as one which had value meeting the needs of disadvantaged pupils, but principals were slightly more conservative than teachers in their estimate

- homeroom teachers and floating teachers felt the program had been helpful in improving a variety of pupil achievements, attitudes, and behaviors

- respondents were generally favorable toward selected elements of program administration, procedures, and inservice. However, ratings suggest that respondents generally felt that improvements could be made in physical facilities, provisions for excursions, and inservice offerings

- staff members felt generally favorable about their working relationships, but friction which could have been detrimental to the program did exist between members of a few teams

- homeroom teachers, floating teachers, and principals felt a need for more parent involvement in the program, and teachers expressed the view that time to hold parent conferences had been only somewhat adequate

- almost all respondents felt the programs should be continued, but a significant percentage, especially among principals, felt moderate to considerable changes were needed in the program.

Results of elementary test data indicate

- at Grade One, significant differences were found favoring the control group on reading subtests of the Stanford Achievement Primary I Battery

- at Grade Two, significant differences were found favoring the experimental group on the Word Meaning, and Spelling subtests of the Stanford Achievement Primary II Battery

- at Grade Three, significant differences were found favoring the control group on all subtests of the Stanford Achievement Primary II Battery.

Results of secondary evaluation forms indicate

- subjective teacher responses were general in nature but specific in the indication that smaller groups had enhanced opportunities to give individual pupil attention, a procedure which resulted in overall improvement of attitudes toward school, of reading skills and of self-confidence

- concerns were expressed which suggest areas for further study and improvement. Those most frequently mentioned involved staff interrelationships and adjustments necessary in team teaching, assignment procedures necessary to assure teachers with adequate preparation for reading instruction, physical facilities desirable to allow separation of pupils for certain kinds of activities, and teaching materials required to meet the needs of pupils with limited reading ability.

Results of secondary test data indicate

- at Grade Seven, significant differences in achievement were observed between pre- and post-scores on the same subtests; however these were less than the expected average gain for seventh grade pupils and cannot be thoroughly evaluated because of absence of a control group.

Combined results of Team Teaching evaluation indicates

- an objective statement on the merits of team teaching is not yet possible, principally because of the procedures that were used to select experimental and control groups, procedures that may have resulted in differential (not random) selection of respondents for the comparison groups. Subjective data indicates that team teaching has value as a compensatory activity for disadvantaged pupils; however, the need still exists for objective data to support this premise and to establish the relative value of the Team Teaching program as a specific instructional method.

COUNSELING AND TUTORING

Counseling and tutoring, because of their potential for seeking out and providing for individual needs, were a vital part of the Title I program for disadvantaged pupils. The several types of activities described below represent the outgrowth of proposals made by the faculties of various schools as they attempted to meet concerns identified for their school populations. Some of the programs were widely used while others were tried on a very limited basis in order to explore their potential, or because the particular need seemed somewhat unique to the school in which they were tried.

Each of the programs is described separately in this section. The sections entitled STATEMENT OF OBJECTIVES, ACTIVITIES EMPLOYED, and EVALUATION PROCEDURE which follow identify the major overall objectives and activities of the programs. Further statements of objectives and activities are included for each of the secondary programs in the Evaluation Form summaries of the section entitled RESULTS AND INTERPRETATION OF DATA.

Elementary Counseling

State-endorsed elementary school counselors were assigned to some target-area schools to assist pupils who were having difficulties in achievement and school adjustment. Counselors worked with pupils in Grades One through Six to determine the sources of their educational difficulties, provide encouragement toward better achievement, secure needed assistance, and support the pupils' efforts to improve. Five schools were furnished full-time counselors and five schools were furnished half-time counselors with a total of 648 pupils served directly by the program.

Secondary Counselor to Assist the Dean and Assistant Principal

One full-time and nineteen half-time counselors were employed to help assistant principals and deans of target-area secondary schools with their heavy load of counseling, securing regular attendance, assistance to teachers with discipline problems, and parent conferences. Through the program, intensive service for individual cases was possible. Counselors worked with a total of 1,594 pupils in Grades Seven through Twelve from nine public secondary schools.

Other Secondary Counseling and Tutoring

One full-time counselor served 240 pupils in four parochial secondary schools, emphasizing vocational career counseling. Through work with individuals and close school-home contact, the program sought to help pupils develop effective attitudes and incentives to succeed.

Seven counselors were employed on an hourly basis in five public secondary schools to meet special needs identified by the school staffs

- five as counselors to make evening telephone contacts with the homes of pupils having special attendance problems

- two as college counselors to work with pupils in target-area schools who had been identified as having college potential but needing special help to fulfill that potential.

Approximately 495 pupils in one public and eight private secondary schools received special tutoring from fifty-four teachers in language arts, social studies, and mathematics. The turoring was provided before, after, or during school on an individual basis or in small groups.

Leapfrog

The title Leapfrog was given to a cooperative effort between the Denver Public Schools and the Colorado Urban League. Three certified community counselors and one student aide were employed and worked full-time with seventy-five pupils who were referred to them by the staffs in five target-area junior high schools.

The program sought to supplement the regular counseling done by the schools through special activities designed to

- secure and utilize existing volunteer and professional community resources to equalize the educational experience of deprived pupils
- assist pupils to become informed about available jobs and help them to relate their vocational goals to the necessary educational requirements.

STATEMENT OF OBJECTIVES

To help pupils who are having difficulty in achievement and school adjustment to meet success in school through a program of carefully planned counseling, guidance, and tutoring activities.

ACTIVITIES EMPLOYED

Activities for pupils included

- individual counseling sessions
- small-group counseling
- identification of educational weaknesses
- creation of an atmosphere which encouraged achievement
- referral to other professional or agencies or both for additional help with educational deficiencies
- individual and small-group tutoring.

Activities for school staff included

- meetings to orient school faculties to counseling and tutoring programs and coordinate their efforts with those of the counselor
- developing a close working relationship between counselor, tutor, and teacher to insure the maximum benefits for the pupil
- inservice meetings to develop and plan activities, provide an overview of available services, and acquire additional knowledge of the neighborhoods served
- a close working relationship with the Urban League of Colorado and other community agencies (Project Leapfrog)
- visits to homes to maintain counseling contact or to work with the family.

EVALUATION PROCEDURE

Evaluation procedures included

- securing counselor opinion
- sampling teacher opinion
- securing opinions from principals, assistant principals, social workers, and nurses
- sampling pupil opinion
- sampling parent opinion
- securing anecdotal information from counselors.

RESULTS AND INTERPRETATION OF DATA

Elementary Counseling Questionnaires

Five different questionnaires were distributed to determine the responses of individuals directly and indirectly involved in the elementary counseling program. The first, a "special staff" questionnaire, was completed by ten principals, six assistant principals, seven social workers, eight nurses, and two psychologists, who staffed the ten target-area schools with counselors. Questionnaires were also developed for and completed by the nine elementary counselors (one served two schools), 164 teachers, a random sample of eighty counselees, and twenty-eight of their parents (fifty-two did not respond). Pupils were given oral help in reading the questionnaires.

Two types of questions were included on the questionnaires. One type asked respondents to choose one of two or more possible responses ranging from a single yes or no to multiple choice. Responses to this type of question are reported in the tables either as the actual number of responses or as percentages of the total response received. The second type of question employed a four-point rating scale determined by assigning numerical values to four descriptive adverbs.

Extremely	Very	Somewhat	Not
4	3	2	1

Responses to this type are reported in the tables as means, which were calculated from the totals of individual responses. For example, a mean response of 3.5 on a question asking opinion on program effectiveness would indicate that, taken as a group, respondents felt the program to be midway between "very" and "extremely" effective.

The tables which follow also attempt to collect the responses of various groups to the same or related questions.

The first eight tables explore the opinions of the five respondent groups toward questions about program effectiveness and counselor-teacher relationships. Table 1 shows that counselors felt it had been extremely helpful to talk with teachers about their classroom problems and concerns and about pupils. They also felt they had received a high degree of cooperation from teachers and that elementary counseling had been generally accepted by the school staffs.

Table 1

MEAN RESPONSES OF ELEMENTARY COUNSELORS TO QUESTIONS RELATED TO PROGRAM EFFECTIVENESS AND COUNSELOR-TEACHER RELATIONSHIPS

Item	Mean Response on Four-Point Scale
Talking with teachers about their classroom problems or concerns was __?__ helpful to me in working with their pupils.	3.7
Talking with the teacher about pupils was __?__ helpful.	3.6
The cooperation I received from the staff was __?__ adequate.	3.6
Do you feel elementary school counseling has been generally accepted by your staff as a necessary addition to your school program? (Yes or No)	*

*100% answered Yes

Table 2 shows the responses of teachers to questions which are the same as or related to questions asked the counselors in Table 1. Teachers felt that the counselors had been very to extremely helpful to them in dealing with their pupils and with their classroom problems and concerns. They expressed opinion that their pupils' chances for success had been "somewhat" to "very" much enhanced by the counseling program.

Table 2

MEAN RESPONSES OF CLASSROOM TEACHERS TO QUESTIONS RELATED TO PROGRAM EFFECTIVENESS AND TEACHER-COUNSELOR RELATIONSHIPS

Item	Mean Response on Four-Point Scale
Talking with the counselor about my classroom problems was __?__ helpful.	3.0
Talking with the counselor about pupils was __?__ helpful.	3.4
The counselor was __?__ concerned about pupils and their problems.	3.5
My pupils' chances for success in school were __?__ enhanced by their participation in the counseling program.	2.5
Elementary school counselors are __?__ necessary in the elementary school.	3.5*

*Extremely 64%, Very 27%, Somewhat 6%, Not 3%

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When administrative and supporting staff members were asked questions about the effectiveness of elementary counseling and counselor-teacher relationships, their responses were also very favorable (Table 3). They expressed overall opinion that counselors and teachers had worked well together and that the program had enhanced the chances for success of the pupils in their schools. They felt that positive benefits or changes were observable in pupils and were highly supportive of counseling as an integral part of the elementary school program.

Table 3

MEAN RESPONSES OF SPECIAL STAFF* TO QUESTIONS RELATED TO PROGRAM EFFECTIVENESS AND COUNSELOR-TEACHER RELATIONSHIPS

Item	Mean Response on Four-Point Scale
The counselor and teachers worked __?__ well together in an effort to help pupils.	3.0
The counseling program was __?__ helpful in improving pupil-teacher relations.	2.8
The counselor was __?__ concerned about pupils and their problems.	3.5
I feel that pupils' chances for success in school were __?__ enhanced by their participation in the counseling program.	2.8
Positive benefits or changes in pupils were __?__ evident this year.	2.7
I feel that elementary school counseling is __?__ important as an integral part of the total elementary school program.	3.5

*Special Staff = principals, assistant principals, social workers, nurses, and psychologists.

Further reinforcement for the positive opinions of the various staff groups was found in the responses of pupils. Table 4 indicates that almost all the pupils questioned felt they had been helped by the counseling program and wanted to continue meeting with the counselor.

Table 4

RESPONSES OF PUPILS TO QUESTION RELATED TO PROGRAM EFFECTIVENESS

Item	Percent of Response	
	Yes	No
Did you feel that the counselor helped you this year?	96%	4%
Has the counselor helped you do better in school?	95	5
Would you like to meet with the counselor again next year?	96	4

N = 80

Table 5 shows that, although some parents were not sure, most felt their children had benefited from the counseling program.

Table 5

PARENT OPINION ON PROGRAM EFFECTIVENESS

Item	Percent of Response		
	Yes	No	Not Sure
Do you feel your child has benefited from seeing the counselor?	68%	4%	28%

N = 28

Table 6 indicates opinion concerning the effect of elementary counseling on pupil attitudes and behaviors. Counselors and teachers expressed the belief that elementary counseling had been helpful in improving all of the attitudes and behaviors that were specifically referenced on the questionnaires.

Table 6

MEAN RESPONSES OF COUNSELORS AND TEACHERS TO QUESTIONS RELATED TO PUPIL ATTITUDES AND BEHAVIORS

Item	Mean Response on Four-Point Scale	
	Counselors	Teachers
The counseling program was __?__ helpful in improving		
pupil attitude	3.1	2.8
pupil behavior	3.0	2.6
pupils' desire to achieve in their schoolwork	2.6	2.5
pupils' relations with their peers	3.0	2.7
pupil-teacher relations	2.6	2.7

Table 7 indicates that there was some variance of opinion as to the level at which elementary counseling was most effective, but that most respondents felt the program had been equally effective at the primary and intermediate levels. It is notable, however, that a majority of counselors felt they had been more effective in the intermediate grades.

Table 7

STAFF OPINION ON GRADE LEVEL AT WHICH ELEMENTARY COUNSELING IS MOST EFFECTIVE

Item	f		
	Grade 1-3	Grade 4-6	About Same
At which grade level do you feel the counselor was most effective?			
Principals	1	1	8
Assistant Principals	0	2	4
Social Workers	1	2	2
Nurses	2	1	3
Psychologists	0	1	0
Counselors	1	5	3

In Table 8 counselors indicated that intermediate teachers tended to show the most interest in the counseling service.

Table 8

COUNSELOR OPINION ON GRADE LEVEL AT WHICH TEACHERS SHOWED THE MOST INTEREST IN ELEMENTARY COUNSELING

Item	f (Counselors)		
	Grade 1-3	Grade 4-6	About Same
At which grade level was teacher interest the greatest?	1	5	3

Table 9 reports the percentage of teachers questioned who used each of the several counseling services identified on the questionnaire and the percentage of teachers questioned who did not use the counseling services at all. The table indicates that a majority of teachers referred pupils or conferred about them or both. About half discussed classroom problems and concerns, and about a fourth discussed personal problems and concerns.

Table 9

HOW THE ELEMENTARY COUNSELING PROGRAM WAS UTILIZED BY TEACHERS

Item	Percent of Teachers Who Used Service*
Which counseling services did you use this year? (Check all appropriate areas)	
I referred pupils	68%
I conferred about pupils	66
I discussed classroom problems or concerns	52
I discussed personal problems or concerns	26
I did not use the counseling services this year	16

*Questions provided for multiple responses by teachers. Percentage does not equal 100%. N = 164

When teachers who did not use the counseling services were asked to indicate their reasons, the most frequent comment (twenty-three teachers) was that they did not have children in their classroom with problems serious enough to warrant the attention of the counselor. Some teachers (five) thought counseling to be the classroom teacher's responsibility.

Opinions vary as to the adequacy of the referral procedures used (Table 10). Social workers, nurses, and some teachers expressed need for improvement. Most teachers, principals, assistant principals, and psychologists expressed approval of the established procedures.

Table 10

OPINIONS OF TEACHERS AND STAFF ON REFERRAL PROCEDURES

Item	Respondents	Mean Response on Four-Point Scale
How satisfactory was the procedure for referring pupils to the counselor?	Teachers	3.1
	Principals	2.9
	Assistant Principals	3.2
	Social Workers	2.2
	Nurses	2.3
	Psychologists	3.0

One promising outcome of the elementary counseling program was increased use of a staffing approach both to seek additional understanding of pupil needs and to coordinate efforts toward meeting them. Table 11 indicates the extent to which the staffing was utilized in the reporting schools.

Table 11

FREQUENCY OF STAFF APPROACH TO PUPIL PROBLEMS IN SCHOOLS HAVING ELEMENTARY COUNSELORS

Item	More Than Once a Month	About Once a Month	Several Times during the Year	Once or Twice during the Year	Never
How often did your school use a staff approach (principal, teacher, nurse, counselor, social worker, etc.)					
Principals	6	4	0	0	
Assistant Principals	5	0	1	0	
Social Workers	2	3	2	1	
Nurses	5	1	2	0	
Psychologists	0	2	0	0	
Counselors	6	2	1	0	

Table 12 shows that all respondents felt the staff approach had been helpful to some degree in working out problems concerning pupils.

Table 12

COUNSELOR AND STAFF OPINION ON EFFECTIVENESS OF A STAFF APPROACH

Item	Mean Response on Four-Point Scale
How helpful was a staff approach in working out problems concerning pupils?	
Principals	3.6
Assistant Principals	3.4
Social Workers	3.3
Nurses	3.1
Psychologists	2.5
Counselors	3.7

A question of priority frequently arises whenever a pupil must leave his classroom for supplementary services or activities such as counseling. Table 13 measures the extent to which counseling constituted an unnecessary and bothersome interruption. Although some felt that it did, most teachers and pupils stated, in effect, that it did not.

Table 13

ATTITUDES OF TEACHERS AND PUPILS TOWARD REMOVING PUPILS FROM THE CLASSROOM FOR COUNSELING SESSIONS

Respondents	Item	Percent of Respondents
Teachers (N = 164)	Having pupils leave my class for counseling was bothersome.	
	Extremely	0
	Very	2%
	Somewhat	11
	Not	87
Pupils (N = 80)	Does leaving the classroom cause any special problems for you?	
	Yes	20
	No	80

Table 14 shows that most pupils considered the role of the counselor to be a positive one related to their problems rather than a disciplinary role in which the counselor helped them when they were in trouble.

Table 14

HOW PUPILS SEE THE ROLE OF COUNSELORS

Item	Percent of Response
Why do you think your school has a counselor?	
to talk to pupils when they get into trouble	19%
to help pupils when they have a problem	81

N = 80

The next three tables report responses of the five respondent groups to questions that explore the feelings of children about the counseling program. Table 15 indicates agreement among staff members that pupils were "pleased" when they could meet with the counselor.

Table 15

MEAN STAFF RESPONSES TO QUESTIONS ABOUT HOW PUPILS FEEL ABOUT SEEING THE COUNSELOR

Respondents	Item	Mean Response on Four-Point Scale
Counselors	My counselees were __?__ pleased when they could meet with the counselor.	3.3
Teachers	My pupils were __?__ pleased when they could meet with the counselor.	3.3
Special Staff*	Pupil acceptance of counseling was __?__ favorable.	3.3

*Special staff = principals, assistant principals, social workers, nurses, and psychologists.

When personally asked about their feelings (Table 16), pupils responded by providing a degree of validation to the responses of staff members. Most pupils liked meeting with the counselor, feeling that he was interested in them and in their problems. They did not feel that seeing the counselor in any way stigmatized them with their peers. On the contrary, a significant majority even thought that their friends would like seeing the counselor.

Table 16

PUPIL RESPONSES TO QUESTIONS RELATING TO HOW THEY FEEL ABOUT SEEING THE COUNSELOR

Item	Percent Yes	Percent No
Did you like meeting with the counselor this year?	96%	4%
Was the counselor a person you could really talk to?	96	4
Was the counselor interested in you and your problems?	91	9
Do your friends tease you about seeing the counselor?	6	94
Would your friends like to see the counselor too?	77	23

N = 80

Parents concurred with their children, the majority indicating belief (Table 17) that their children had enjoyed seeing the counselor.

Table 17

PARENT OPINION ON HOW THEIR CHILDREN FEEL ABOUT SEEING THE COUNSELOR

Item	Percent of Response Yes	No	Not Sure
Did your child enjoy seeing the counselor?	82%	0	18%

N = 28

Table 18 shows the extent to which counselors conferred with parents of their counselees. There was considerable variation among counselors in this element of the program.

Table 18

DEGREE OF PARENTAL INVOLVEMENT IN THE ELEMENTARY COUNSELING PROGRAM

	Number of Counselors Who Conferred with Parents				
Item	All	3/4 or more	1/2 to 3/4	1/4 to 1/2	Less than 1/4
How many parents (of counselees) did you confer with this year?	0	5	2	1	1

Conferences were deemed by the counselors to have been valuable and helpful, but both they and the other staff members who completed the special staff questionnaire felt that parent knowledge of the counseling program had been only moderately adequate.

Table 19

MEAN RESPONSES OF COUNSELORS AND SPECIAL STAFF* TO QUESTIONS RELATED TO PARENT INVOLVEMENT

Item	Mean Response on Four-Point Scale	
	Counselors	Special Staff*
Parent knowledge of the program this year was _?_ adequate.	2.4	2.6
Parent conferences were _?_ valuable in helping me understand my counselees and their problems.	3.3	**

*Special staff = principals, assistant principals, social workers, nurses, and psychologists.
**Not asked.

Parent responses to questions eliciting their knowledge of and involvement in the elementary counseling program were consistent with the opinions of the school staff. Most, but not all, knew about the program, but a significant majority expressed a desire for more information.

Table 20

RESPONSES OF PARENTS TO QUESTIONS ABOUT THEIR KNOWLEDGE OF AND INVOLVEMENT IN THE ELEMENTARY COUNSELING PROGRAM

Item	Percent	
	Yes	No
Did you know that your school had a special counseling program this year?	75%	25%
Did you know that your child is taking part in this program?	71	29
Did you have an opportunity to talk with the counselor about your child?	46	54
Do you feel that parents need more information on this program?	86	14

N = 28

Tables 21 to 23 provide a measure of the respondents' attitudes toward continuing the elementary counseling program. Table 21 shows a variety of opinion, but most staff members recommended continuing the program, either essentially unchanged or modified somewhat.

Table 21

SPECIAL STAFF OPINION ON CONTINUING THE ELEMENTARY COUSELING PROGRAM

	f of Response			
Item and Respondents	Continued Essentially Unchanged	Modified Somewhat	Considerably Changed	Discontinued
Based on your knowledge of the program, should counseling be:				
Principal	7	1	1	1
Assistant Principal	5	1	0	0
Social Worker	1	4	1	1
Nurse	4	4	0	0
Psychologist	2	0	0	0

All respondent groups expressed strong opinion that counseling is worthwhile and belongs in the elementary school (Table 22). There was near unanimous indication that the program would be utilized if continued.

Table 22

OPINIONS OF VARIOUS RESPONDENT GROUPS TO QUESTIONS ABOUT THE VALUE OF AND NEED FOR ELEMENTARY COUNSELORS

		Percent of Response		
Item	Respondents	Yes	No	Not Sure
Overall, do you feel that elementary school counseling is a worthwhile program for pupils?	Special Staff* (N = 33)	97%	3%	**
	Teachers (N = 164)	96	4	**
Based on your knowledge of the program would you refer pupils next year?	Teachers	97	3	**
Would you like to meet with a counselor again next year?	Pupils (N = 80)	96	4	**
Do you think schools should have counselors?	Pupils	98	2	**
Do you think it is a good idea to have counselors in elementary schools?	Parents (N = 28)	93	3	4%

*Special staff = principals, assistant principals, social workers, nurses, and psychologists.

**Questionnaire did not provide for a "not sure" response.

Table 23 reports the opinions of the several staff respondent groups toward staffing the counseling program. The most frequent request was for one full-time counselor.

Table 23

OPINIONS ON HOW TO STAFF ELEMENTARY SCHOOLS FOR COUNSELING

Item and Respondents	f of Response More than 1 Counselor	1 Full-time Counselor	1 Half-time Counselor	Do not Need Counselor
How do you feel your school should be staffed next year for counseling?				
Principals	3	6	0	1
Assistant Principals	3	2	1	0
Social Workers	1	3	1	1
Nurses	0	5	3	0
Psychologists	1	1	0	0
Teachers	34	110	8	9
Counselors	3	6	0	0

Finally, Table 24 is included to reveal the kinds of contacts used by the elementary counselors in performing their work. The major category was that of individual pupil conferences, especially for educational and personal-social needs, but significant efforts were made by using group procedures and by working with persons other than pupils.

Table 24

BREAKDOWN OF COUNSELOR CONTACTS TO SHOW TYPES AND FREQUENCY OF THEIR USE

Type of Contact	Number of Contacts	Percent
Individual Pupil Conferences		
Educational	2,363	12%
Vocational	492	3
Personal-Social	5,529	28
Attendance	382	2
Health	264	1
Groups		
Small groups	1,726	9
Classroom groups	499	3
Non-pupil Conferences		
Parents	960	5
Teacher	3,984	20
Principal	917	5
Social Worker	410	2
Nurse	300	1
Staff Conferences	244	1
Instruction or Curriculum Meetings	50	-
Others	1,471	8
Total	19,591	100

Evaluation Form - Secondary Couselor to Assist the Dean and Assistant Principal

An evaluation form was sent to each of the counselors employed to assist the dean and assistant principal in a secondary school. Nine of the twenty counselors involved completed the form. In addition to stating their objectives, they indicated the activities employed, the extent to which they accomplished objectives, the major strengths and weaknesses of the program, conclusions as to effectiveness, and program recommendations for next year.

The objectives individual counselors stated varied, but included helping counselees to:

- improve self-image
- understand themselves, examine their individual problems and concerns
- substitute appropriate for inappropriate behavior
- overcome problems of truancy, absenteeism, and tardiness
- improve interpersonal relationships with peers and adults
- assisting the school and community generally by counseling dropouts or potenial dropouts into continuation of school
- working with juvenile court and court probation officers to assist pupils who have become involved with law enforcement authorities
- improving communication between school and parents
- relieving the dean and assistant principal to perform other administrative functions.

A wide variety of activities were reported on the evaluation form. Among them were individual counseling sessions, small-group sessions, home visits, counselor-parent-child conferences, telephone conferences, pupil initiated sessions, employment contacts, liaison with probation officers, visitations to Juvenile Hall and juvenile court, community agency contacts, and arrangements to meet welfare needs.

Major strengths of the counseling program were seen to be improved opportunity to provide individual help; time to allow pupils to talk out their problems; improved communication with teachers, parents, and community agencies; opportunities for pupils to help one another in small-group sessions; relief to allow dean and assistant principal to perform other needed functions.

Major weaknesses were reported to include too little time to do all that needed to be done; lack of appropriate counseling facilities in some school; expectations of immediate results.

Counselors concluded that it was difficult to ascertain what the counseling program had achieved in one year. They suggested that progress with individuals is often slow and the results of counseling may not be evident until the pupil deals with some future problem. However, most counselors felt that the program had been helpful and should be continued. Three of the nine counselors recommended expanding the program, one suggested a need for improved referral procedures, and one indicated that a more carefully organized program would increase both help for pupils and home contacts.

Record Card - Secondary Counselor to Assist the Dean and Assistant Principal

Full-time counselors were asked to complete a counseling record card on each pupil assigned to them. Approximately 1,240 completed cards were returned.

Table 25 extracts from the records the number of sessions counselors held with individual pupils. The most common number of sessions for a counselee was from one to five. However, many pupils received counseling over an extended period of time.

Table 25

NUMBER OF COUNSELING SESSIONS WITH PUPILS

Item	1-5 Sessions	6-10 Sessions	11-20 Sessions
How many counseling sessions did you have with pupils?	61%	34%	5%

Each time a counselor recorded a pupil conference on the record card, he noted the reason for having the conference. Table 26 shows the percentage of conferences which fall into each of several categories.

Table 26

REASONS FOR CONFERENCES WITH COUNSELORS

Reasons Given	f	Percentage of Total
Academic Needs	2996	49%
Discipline Problems	970	16
Group Counseling	426	7
Personal Problems	394	7
Commendations	366	6
Absenteeism and Truancy	349	6
Adjustment	263	4
Tardiness	66	1
Other	261	4
Total	6091	100

Counselors also indicated on each record card the degree of effectiveness of the counseling. Results in Table 27 reveal their opinion that ninety percent of the conferences had been somewhat to very effective.

Table 27

EXTENT THAT COUNSELING WAS EFFECTIVE WITH PUPILS

Item	Very Effective	Somewhat Effective	Not at All Effective
Counseling with this pupil was:	32%	58%	10%

N = 1243 - 213(No Response on Card) = 1030

Evaluation Form - Night Telephoning

The two Night Telephone Counselors completed a short evaluation form stating objectives, activities, extent to which objectives were accomplished, program strengths and weaknesses, conclusions, and recommendations. Their response is summarized here.

Program objectives were as follows:

- establish a good school-home relationship
- determine causes of chronic absences and truancies
- establish follow-up program for pupils with chronic absences and truancies
- refer pupil for additional counseling time with his regular counselor and the dean of girls or boys.

Activities employed to meet these objectives included telephoning parents during evening hours when they might be expected to be at home, visiting homes, conferring with both pupils and their counselors, consulting with deans of girls and boys, and helping pupils to find employment to meet their financial needs.

The fact that the program increased avenues of communication between parents and the school—demonstrating dramatically the school's concern for children as individuals worthy of concern and attention—constitutes a significant strong point of the program. Another is the report of telephone counselors that the attendance of many pupils improved.

Although they were not able to contact all parents by phone or by visit, the so-called Night Telephone Counselors concluded that the program had been somewhat successful. Among the recommendations that counselors made was one suggesting the coordination of efforts between night callers, social workers, attendance clerks, and others to avoid antagonizing parents with duplication of efforts. Nevertheless, to the extent that parents learned of the school's interest in their children's problems, to the extent that they learned steps by which both they and the school can prevent chronic absenteeism, truancy, and resultant academic failure, and to the extent that any pupil's attitudes and attendance habits improved—to that extent the program succeeded.

Evaluation Form - College Counseling

College counselors were asked to identify their program's objectives, activities, accomplishments in terms of objectives, and major strengths or weaknesses. They also stated their conclusions as to overall effectiveness and their recommendations for next year. Both college counselors completed the evaluation form.

Stated objectives of the college counselors included:

- identifying pupils with academic talent in two target area junior high schools insuring that those identified were properly programmed at the high school level
- securing individual testing to determine potential evidenced by personal contacts but not shown by group scores
- increasing awareness of college and its advantages
- obtaining scholarships and special schooling opportunities for worthy pupils with disadvantaged backgrounds
- providing role models within the school.

Activities employed to meet the objectives included systematic reviews of school records, personal interviews with pupils, consultation with teachers, conferences with parents, retesting of pupils by a school psychologist, individual counseling, and special arrangements for individualized school programs.

In response to questions about major strengths of the program, counselors stated they had been able to create an awareness on the part of many pupils that college was a possibility for them, thus providing added incentive for classroom achievement. Parents had been involved to the point they had been made aware of their children's ability to attend college. Also, since the program had identified able pupils from disadvantaged homes, the counselors were able to serve interested colleges and universities by informing them of such pupils.

Both counselors felt the need to bring about more involvement of parents and the larger school community in identifying potential college students from disadvantaged areas, to communicate to colleges the general lack of validity of standarized test scores which do not always reflect the abilities of disadvantaged children accurately, and to overcome the widespread feelings of self-depreciation and inferority held by many of the pupils regarding their college chances.

Conclusions as to the overall effectiveness of the program can best be expressed by quoting directly from one of the college counselors.

> During school year 1967-1968, the following scholarships were obtained by ______Junior High School students, with the help of the ESEA College Counseling Program:

3 scholarships at $1500 each to The Kent School	$4500
2 scholarships at $1500 each to Denver Country Day School	3000

2 scholarships at $800 each to Colorado Rocky Mountain School	1600
1 national ABC scholarship to Verde Valley School, plus a summer at Carleton College	4500
	13,600
1 scholarship at $3500 at Northwestern University for an ex-____ student (I was instrumental in "paving the way" for this award)	$3500
GRAND TOTAL	$17,100

He goes on to say,

> . . . there were other valuable accomplishments as well. Initial attempts were made to identify and list those children with college potential, so that their names might come to the attention of senior high school counselors quickly and easily. Within the limits of available time, I held individual counseling sessions with students in an attempt to draw out their problems, goals and ambitions. In many cases I found that this was the first time they had even considered college as a possible opportunity in their lives. The school psychologist, upon request, retested several students whose grade achievements belied their recorded test scores and in all but two cases these students scored higher than before. In one case, the IQ score went up 19 points. A feeling of "college awareness" was created for many students and for some parents, giving one hope that perhaps fewer of these youngsters will drop out of school before reaching the point where college choices are usually made. One unexpected by-product of the program was an increasing "college awareness" among many of our teachers who were previously not aware of specific college requirements in this state and had not thought of many of our students in terms of college preparation before.

Both counselors strongly recommended continuation of the College Counseling Program with some modification to increase personal involvement of both pupils and parents. Their feelings were most clearly reflected in a letter written by one of the counselors when he learned that the program would be discontinued as a result of the cutback by Congress in ESEA funds for the coming year.

> What other program gives as much hope to the junior high youngster with college potential --hope that they might escape the vicious poverty cycle that has bound them to their parents' misfortunes? What other program so forcefully gives the lie to the oft-repeated argument that "target-area schools don't do as much for their students as do schools in other areas?" What other program offers such a challenge to the bright but disadvantaged youngster at the junior high level --a child, by the way, who is often overlooked and neglected in senior high, and whose potential is seldom identified, much less tapped.

Secondary Tutoring Questionnaires

Questionnaires were sent to the fifty-four teachers who served as part-time tutors and to the principals of the nine schools involved. Nineteen teachers and all principals returned the questionnaires; two of the teacher questionnaires were only partially completed.

Table 28 summarizes descriptive data from the seventeen completed teacher questionnaires. Although generalizations are limited by the small return on the questionnaire and by the highly individualized nature of the program, the responses would seem to indicate that the most frequently tutored subject area was language-arts and that most tutorial assistance was offered in groups comprised of from one to five pupils. Most tutoring appears to have been either before or after school hours, but assistance was also reported during school hours, the latter perhaps having been made possible by unique or atypical scheduling and staffing patterns of certain schools. A wide range occurred in the number of pupils tutored, the hours utilized, and the amount of parent contact involved. Few pupils quit or were dropped from the program, an encouraging result when one considers the voluntary and the "out of school" nature of the program.

Table 28

SUMMARY OF TUTORING PROGRAM AS REPORTED ON SEVENTEEN TEACHER QUESTIONNAIRES

No. of Months	Total Hours	No. of Pupils Tutored	Pupils Dropped	Average Size of Tutored Group	Subjects Tutored	When Tutored	No. of Parent Conferences	Type Conferences
6	102	16	2	11-15	Reading	During School	0	-
6	135	10	0	1-5	Math	Saturday	3	Telephone
4	80	10	0	6-10	Math, Reading, & Spelling	After School	8	School
6	18	10	0	1-5	No Response	After School	2	School & Telephone
2	11	3	1	1-5	Social Studies	Before School	0	-
6	109	7	2	1-5	Reading & Library	After School	7	School & Telephone
3	24	5	0	1-5	Math	After School	3	School
4	67	5	0	1-5	English, Math, Social Studies	During School	3	School
3	120	12	1	1-5	Math	During School	0	-
6	64	4	0	1-5	English & Reading	After School	1	School
5	55	24	3	1-5	English & Social Studies	After School	12	School & Telephone
6	102	4	0	1-5	Reading	After School	4	Telephone
5	50	12	2	1-5	English	During School	0	-

Cont. on next page

Table 28, cont.

	No. of Months	Total Hours	No. of Pupils Tutored	Pupils Dropped	Average Size of Tutored Group	Subjects Tutored	When Tutored	No. of Parent Conferences	Type Conferences
	5	120	14	0	1-5	English	Before & After School	9	School & Telephone
	6	200	30	0	1-5	Reading & Spelling	During School	4	Telephone
	6	124	15	0	1-5	Math	After School	15	No Response
	6	112	15	0	1-5	Reading & Spelling	After School	15	Telephone
	—	—	—	—				—	
Totals	85	1,493	196	11				86	
Mean	5.0	87.82	11.53	.65				5.1	
Standard Deviation	1.28	48.76	7.27						

N = 17

Table 29 shows that eighty percent of the tutors had over three years experience in teaching.

Table 29

TEACHING EXPERIENCE OF TUTORS

Item	Years of Teaching Experience 1-3	4-6	7-10	Over 10
How many years of experience have you had in teaching?	20%	11%	11%	58%

N = 19

Teachers and principals responded to several questions about program effectiveness, choosing from a four-point rating scale based on four descriptive adverbs:

Extremely	Very	Somewhat	Not
4	3	2	1

Table 30 reports the mean responses of teachers and principals. All things considered, both groups felt the tutoring program had been effective in the areas assessed. Most ratings averaged nearer to very than to somewhat; principal ratings in most cases were slightly more conservative than those of teachers. Both groups were only somewhat satisfied with parent involvement.

Table 30

RESPONSES OF TEACHER-TUTORS AND PRINCIPALS TO QUESTIONS ABOUT TUTORING PROGRAM EFFECTIVENESS

Item	Mean Responses on Four-Point Scale Teacher-Tutors	Principals
I feel that the Tutoring Program was __?__ beneficial to pupils.	2.9	3.0
The Tutoring Program was __?__ helpful to overcoming pupils' academic deficiencies.	2.5	2.7
The program was __?__ helpful in developing pupil self-confidence.	2.8	2.4
The program was __?__ helpful in improving pupil attitude toward school.	2.7	2.6
The program was __?__ helpful in improving pupils' self-concept and feeling of personal worth.	2.8	2.5
Parent involvement in this program was __?__ adequate.	2.1	2.0

Pupil attitude toward tutoring was __?__ favorable.	2.8	2.9
Overall, the pupil attendance at tutoring sessions was __?__ satisfactory.	3.0	*
Overall, I feel that the Tutoring Program was __?__ effective as a compensatory program for educationally disadvantaged pupils.	2.9	2.8

N = 19 teacher-tutors, 9 principals

* Not asked

The last question asked teacher-tutors and principals about continuing the program next year. Two thirds of the teachers and nearly half the principals suggested continuing the program essentially unchanged. One third of the teachers and slightly over half the principals suggested continuing the program, but with modifications. None of the respondents felt the program should be discontinued.

Table 31

RESPONSE TO QUESTION ABOUT CONTINUING THE TUTORING PROGRAM

Item	Percent of Response	
	Teacher-Tutors	Principals
All things considered, should the Tutoring Program be:		
continued essentially unchanged?	47%	67%
modified somewhat?	42	11
considerably changed?	11	22
discontinued?	0	0

N = 19 teacher-tutors, 9 principals

Evaluation Form - Project LEAPFROG

The four Leapfrog counselors in the Colorado Urban League office and each of the five secondary schools served by the program completed an evaluation form on which they were asked to indicate program objectives, activities, accomplishments, strengths, weaknesses, conclusions, and recommendations. A summary follows.

The support and involvement of parents is a key factor in the success of children in school; the parents of children in disadvantaged areas have often been accused of being disinterested. The experience of the Colorado Urban League has been that these parents are equally concerned with their children's success and may be even more aware of the liabilities imposed by a lack of education than are other parents. It is in the task of communicating this concern to their children that they do not succeed. This failure results not only from a lack of educational tradition in their own backgrounds but also from misunderstanding, ignorance, and even hostility toward the demands made on their children by the schools. Additional interpretation and information about the schools must be brought to these parents. Also, due to this breakdown in communications, teachers and counselors sometimes lack the knowledge of the pupil's background which aid them in helping him realize his fullest potential. Project Leapfrog, though cooperative effort between the Denver Public Schools and the Colorado Urban League, seeks to bridge these gaps.

Following are the specific objectives of the program:

- to encourage and assist increased numbers of youth from low-income and/or minority families to complete high school or high school and college
- to help pupils in the program to accept education as a practical and acceptable tool to reach their goals
- to assist pupils in their consideration of academic and vocational goals which they may have felt to be unattainable
- to persuade parents and other community adults to demonstrate their interest in the academic success of individual pupils
- to devise and demonstrate new techniques of communicating with and assisting pupils in the secondary grades
- to develop a three-way understanding and working relationship between parents, pupils, and classroom teachers and counselors
- to encourage pupils to achieve to the maximum of their academic ability
- to listen to youngsters when they want to talk to adults.

Activities employed by the program were reported to be:

- individualized counseling on a one-to-one basis
- group counseling

- community involvement of individuals and organizations to act as sponsors or as resources. (Sponsor—an individual who chooses a particular pupil to whom to focus his attention. Resource—an organization or individual who may provide special help to a pupil on a specific occasion.)
- parent conferences and parent involvement
- cooperation with classroom teachers and guidance counselors
- individual activities (such as visit to Mile High Beauty School)
- resource contacts
- group meetings - pupils
- parent group meetings
- workshops for summer
- inservice meetings
- pupils working as volunteers in area of interest
- grooming workshop.

Strengths of the program were reported as improved and simultaneous communication with teachers, parents, pupils, administrators, and members of the community; extensive involvement of outside community resources; constant involvement of parents; increased opportunity for individualized efforts to meet needs of pupils.

Weaknesses of the program were reported as limited staff; absence of male counselors; absence of petty-cash funds; inability to follow-up on Leapfrog counselees in high school; lack of meaningful procedures for evaluating the program; some breakdown in communication between one Leapfrog counselor and a school faculty.

In conclusion, one school indicated some disappointment with communication between the Leapfrog counselor and the school faculty. The remaining four schools and the counselors themselves expressed their approval of the positive response elicited from pupils and parents, the opening of channels of communication between faculty and community groups, and the opportunity for pupils to express their concerns, receive one-to-one counseling, and develop increased self-understanding of themselves. Gains were expressed as being sometimes slow, but important.

One school recommended continuing the program unchanged while two schools recommended continuation with modifications to bring the Leapfrog counselor into a closer working relationship with the school faculty. The remaining two schools and the counselor group themselves suggested continuation with a larger staff including male counselors. Counselors recommended provision of a petty-cash fund and simplification of forms used.

Leapfrog Case Studies[1]

Evaluations of this type of program are, in the final analysis, concerned with effect or influence on individual pupils. For this reason, case studies are included in the appendix which illustrate some of the problems which were confronted by the Leapfrog program and the kinds of benefit derived by the pupils who participated.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation results for elementary counseling indicate that

- teachers used the counseling services in a variety of ways: to refer pupils, to confer about pupils, to discuss classroom problems or concerns, and to discuss personal problems of concerns
- all five respondent groups were favorable in their response to questions about program effectiveness
  - counselors felt that counseling had been generally accepted by their school staffs as a necessary addition to the school program, that they had received cooperation from their school staffs, and that talking to teachers about pupils and about their classroom concerns had been helpful
  - teachers expressed belief that school counselors are necessary in the elementary school, that the counseling program had enhanced their pupils' chances for success, that counselors were concerned about pupils and their problems, and that talking to the counselor about pupils and classroom concerns had been helpful
  - counselors and teachers generally agreed that the counseling had been helpful in improving pupil attitudes, behavior, desire to achieve in schoolwork, relations with peers, and relations with their teachers
  - special staff (principals, assistant principals, social workers, nurses, psychologists) expressed overall opinion that counseling is important as an intergral part of the total elementary school program, that pupils chances for success were enhanced by the program, that positive benefits were evident in pupil-teacher relations and in pupil behavior, and that counselors and teachers had worked well together in their effort to help pupils
  - pupils felt the counselor had helped them do better in school and expressed the desire to meet with the counselor again next year
  - two thirds of the parents felt their children had benefited from seeing the counselor
- a majority of the special staff respondents expressed opinion that the counseling was equally effective at primary and intermediate grades. Approximately one third, however, felt it was most effective at the intermediate level

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[1] See Appendix F.

- over half of the counselors indicated teacher interest to have been greater at the intermediate level

- by and large, teachers and special staff gave approval to the procedures used to refer pupils to the counselors

- a promising outcome of the counseling program was frequent use of a staffing approach to plan and coordinate efforts to meet individual pupil needs. Participants felt the staffing had been a helpful procedure

- most teachers and pupils did not feel that having pupils leave the classroom for counseling had constituted an unnecessary and bothersome interruption

- most pupils thought the counselor was available "to help pupils when they have a problem" rather than "to talk to pupils when they get into trouble"

- counselors, teachers, and special staff expressed consensus that pupils were pleased when they could meet with the counselor. Responses from both pupil and parents provided further verification. Pupils found the counselor to be a person they could really talk to, a person interested in them and their problems. Furthermore, no peer stigma appeared to result from seeing the counselor

- the ratings of counselors, special staff, and parents indicated a need for additional parent involvement

- very strong overall support was given by all respondent groups to continuation of the program

- the most frequent suggestion was that schools be staffed with one full-time counselor.

Evaluation results for secondary counseling and tutoring indicate that

- counselors to assist the dean and assistant principal reported mixed results with individuals, results that were sometimes slow in coming. Most, however, felt the program had been helpful in meeting individual needs of pupils and that it should be continued with some modifications

- night telephone counselors concluded that their program had been somewhat successful in improving communication with parents and in achieving desirable attitudes and attendance habits for some pupils. They recommended continuing the program with improved communication between the telephone counselors and the remainder of the school staff

- college counselors felt they had achieved an awareness that attending college was a possibility for many disadvantaged pupils. Pupils with college potential were identified, individual counseling sessions held, goals established, retesting carried out when needed, and individual programs planned. College counselors strongly recommended continuing the program with some modification to increase the amount of personal involvement for both pupils and parents

- secondary tutoring generalizations were limited by a poor return of the teacher-tutor questionnaires (less than one third). Those received indicated that the most frequently tutored subject was language arts and that assistance was most often given in situations involving from one to five pupils. The program was highly individualized with the amount and kind of assistance showing wide variation. Attendance of pupils at counseling sessions was reported to have been very satisfactory. Most teacher-tutors were experienced. They and their school principals were generally in agreement that the program had been beneficial to pupils in overcoming academic deficiencies, developing self-confidence, improving attitudes toward school, and improving pupils' self-concepts and feelings of personal worth. Parent involvement was felt to have been only somewhat adequate. Most teacher-tutors and principals recommended continuing the program essentially unchanged or only somewhat modified

- Leapfrog counselors expressed opinion that their program had elicited a positive response from pupils and parents, had opened additional channels of communication between faculty and community groups, and had helped pupils gain added self-understanding through one-to-one counseling. They recommended continuing their program either unchanged or with modifications to achieve a closer working relationship with school faculties, the addition of male counseling figures, and access to a petty-cash fund.

HEAD START FOLLOW-THROUGH

DESCRIPTION

A committee comprised of teachers, principals, the Director of the Head Start program, the coordinator of Head Start, parents, and school administrators met frequently during the 1967-68 school year. Current literature suggests and the committee feared that gains which children make in Head Start classes may be lost in the transition to classroom work in regular kindergarten. A desire was indicated in these committee meetings to inaugurate and work for reinforcement of the Head Start program in which children had participated.

A Follow-Through program was inaugurated the first week in March of 1968 at one elementary school. Two full-time teachers and two full-time teacher aides were assigned to the Follow-Through classroom and two of the four kindergarten classes were picked to participate en masse in the program. The school social worker and school nurse provided supporting services.

The children spent half of the school day in the regular kindergarten classroom and half in the Follow-Through classroom. Since kindergarten is normally a half-day program, Follow-Through represents an extension of the school day. Lunch and snacks were part of the program.

The Follow-Through classroom routine was characterized by discovery learning in small groups, by many experiences outside the classroom, and by generous use of audio-visual materials.

Home visitations were made to explain and talk about the program. Parents visited in the classroom with some participating in the activities of the classroom while they were there.

STATEMENT OF OBJECTIVE

To provide an extended kindergarten program in which parents and teachers work together to enable each child to attain his full potential.

ACTIVITIES EMPLOYED

Activities for children included

- experiences in science discovery and numbers
- development of motor, visual, and auditory skills
- numerous excursions to places of importance in the city
- opportunities to work and play both independently and with others
- experiences in an abundance of art media, in literature and music
- dramatic play, dramatization, listening, conversation.

Participation of parents included

- discussion of the program
- classroom visitations with some participating in activities.

Activities for center staff included

- planning session before program began
- visit to Boulder Follow-Through Center
- weekly planning time with kindergarten teachers and Follow-Through teachers.

EVALUATION PROCEDURE

Evaluation procedure

- securing coordinator opinion.

RESULTS AND INTERPRETATION

Evaluation Form

The Follow-Through program was begun late in the 1967-68 school year, and no formal evaluation was undertaken. The program coordinator completed a short evaluation form stating subjectively the extent to which objectives had been accomplished, major strengths and weaknesses noted, conclusions in terms of overall effectiveness of the program, and recommendations for next year.

The coordinator reported having observed that

- the program had achieved small group instruction and had increased individual attention
- about half the children showed improvement in communication skills; about half still lacked them
- children evidenced curiosity and motivation to learn in the Follow-Through environment
- attendance improved among pupils involved
- visits were made with seventy-five percent of the parents of the sixty participating pupils. Twenty-five percent of the parents came to the classroom for visits, participation, and conferences.

A smaller pupil-adult ratio, time for science activities, many experiences through varied excursions, and hot lunches were felt to be major strengths of the Follow-Through program. Some concern was expressed that the school day may be a little too long, a possible weakness.

The coordinator concluded that this year's limited experience suggests Follow-Through can be worthwhile program for educationally deprived children and should be extended to a larger group of pupils next year. Consideration should be given to shortening the noon hour and allowing pupils to go home earlier.

PROJECT CHILD

DESCRIPTION

A program sponsored jointly by the Denver Public Schools (Division of Special Services) and the Department of Health and Hospitals (Division of Psychiatric Services) provided educational and mental health services to twelve primary grade children drawn from four target-area elementary schools. Combining the resources of the two agencies resulted from the number of referrals from Denver General Hospital of children considered to be underachieving academically, seriously disturbed emotionally, and afflicted with perceptual disorders. Suitable treatment facilities were practically non-existent in Denver, especially considering the magnitude of the needs. Thus, a wood-framed, temporary facility furnished by the Department of Health and Welfare became the locus of Project Child, an experimental program intended to provide a well-coordinated, modified, intensive educational experience that would help rehabilitate these pupils to their regular public school classrooms. Pupils attended the special facility in groups of six for half the school day, spending the remaining half-day in their regular public school classrooms. One special teacher was supported by regular consultation with a staff psychiatrist and special education teacher trainees from the University of Denver.

STATEMENT OF OBJECTIVES

To provide educational and mental health services to a group of low socio-economic educationally handicapped children experiencing perceptual and/or emotional disorders; to provide teacher training in the area of educationally handicapped; to increase knowledge and therefore understanding of problems of these children; to compare this program with the regular Denver Public School program for educationally handicapped children; to provide educational consultation to referring schools regarding both pupils accepted and pupils referred and tested but not accepted in the program.

ACTIVITIES EMPLOYED

Activities for pupils included

- individual evaluations: psychological, physical, social, psychiatric, and educational using test results, classroom observation, teacher summaries, and work samples
- individualizing instructional programs for each child to meet his or her needs
  - specific areas of language development
  - development of perceptual skills (i.e. auditory, visual, motor)
  - life-space interviewing, both individual and group
- modification of child's regular class program after teacher consultation
- emphasizing success experiences, reassurance and support, fewer distractions, less pressure, and specialized techniques and materials.

Activities for staff included

- participation on multi-disiplinary "admissions committee" to evaluate referrals and ascertain proper placement

- participation in staffings to discuss and interpret findings with administrative, instructional, and special service personnel of referring schools

- continuing contacts between the project teacher and the child's regular classroom teacher to articulate efforts, share observations and findings, and plan programs

- regularly scheduled consultations with a staff psychiatrist

- teacher-training placements for student teachers from the University of Denver.

Activities for parent participation included

- parental education programs and conferences

- parental counseling

- home and school visits.

EVALUATION PROCEDURE

Evaluation procedures included

- securing teacher opinion

- securing anecdotal information from teacher.

RESULTS AND INTERPRETATION OF DATA

Evaluation Form

The project teacher submitted an evaluation form summarizing the extent to which objectives had been met, the major strengths and weaknesses of the program, conclusions about overall effectiveness, and program recommendations for next year. It was reported that

- test results indicate progress in perceptual, language and academic areas

- no control groups or statistical analyses of gains were employed

- teachers and parents reported positive behavioral changes to the project teacher

- parental involvement was high. Each parent visited at least once and most several times

- three student-teachers received training through the program. They expressed opinion that the program had benefited their professional development.

Several major strengths were reported. Immediate attention could be given to emotional needs because of the low pupil-teacher ratio. Programs were effective because of the psychiatric consultation regularly available. Opportunity existed for individualized planning and preparing of specialized materials. Parental involvement through ongoing parental and teacher contacts was valuable. It provided for understanding, aid, and attention to medical and social problems of families involved.

Limitations were imposed by the current physical plant, need for additional social work services, need for a consistent substitute or aide, and need for more knowledge of educational handicaps and disadvantaged children.

Anecdotal Information[1]

Anecdotal records which were submitted on two pupils who participated in Project Child illustrate some of the problems encountered and the activities employed to overcome them.

CONCLUSIONS AND RECOMMENDATIONS

Results of the evaluation form indicate

- test results, observations of children, discussions with teachers, and parental support which are highly positive
- need for programs in the Denver area to diagnose and meet the needs of children having serious perceptual or emotional disorders or both
- participants felt the experimental effort offered promise because of low pupil-teacher ratio, regular psychiatric consultation, staffing sessions with home schools, intensive diagnosis, high levels of parental involvement, and teacher training potential
- recommendation that the program continue with a more definite follow-up program to return the child to the regular school program successfully and provision for increased contact (initial, ongoing, and follow-up) with families, and the regular classroom teachers.

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[1] See Appendix H .

SUPPLEMENTARY ELEMENTARY PROGRAMS

DESCRIPTION

After-School Study Activity - Nineteen part-time teachers received additional hourly pay to provide suitable time and place for approximately 457 Title I pupils who do not have adequate study facilities at home. Usually the study opportunities were provided in the school library, sometimes in a classroom. A full-time coordinator was employed to develop and supervise the program in the four Title I-funded schools and thirty-one other schools funded through the regular Denver Public Schools budget.

Orientation Rooms - An orientation room was provided in each of four target-area schools having highly transient pupil populations. Ninety-six pupils whose educational achievement and school adjustment had suffered from frequent family changes of locale were served by the program for lengths of time which varied from a few days to nine weeks. The classes usually spanned three grade levels and were limited to no more than fifteen pupils at a time. Learning problems were diagnosed, individualized help was given in areas of weakness that had been discovered, and the pupils were acquainted with their new school before being placed in regular classrooms.

STATEMENT OF OBJECTIVE

To motivate and encourage pupils toward school through modifications of regular programs to meet identified special needs of particular school communities.

ACTIVITIES EMPLOYED

Activities for pupils included

- observation and testing to determine educational, social, and emotional needs
- individualized and small-group instruction
- individual counseling
- use of specialized learning materials--i.e., controlled reader, programmed reading, games, remedial charts, and visual aids
- bilingual instruction for pupils with limited English
- use of "buddy system" to give peer support
- orientation and cultural excursions into the community
- study hall motivational activities such as art work, drama, and story hours
- use of community resource persons
- parent contacts and participation
- follow-up activities in regular classrooms.

Activities for staff included

- faculty meetings within buildings to learn about programs and enlist cooperation

- articulation conferences with regular teachers.

RESULTS AND INTERPRETATION OF DATA

Evaluation Forms

Evaluation forms were completed by each school having a supplementary program. Respondents indicated what they believed to be major strengths and weaknesses, stated their overall conclusions, and made recommendations concerning the program.

After-School Study Activity was felt to have allowed pupils to explore particular interests in depth without normal pressures of time limits. The program provided both a study place free from distractions and needed study materials. One school expressed a need for more effective communication with parents and informal parent participation.

Respondents concluded that pupil and parent response verified the value of After-School Study Activity and recommended its continuation with freedom to adapt the program within schools as needs become evident.

Orientation Rooms - Smaller class size with accompanying opportunities for individualized instruction and counseling was seen as the major strength of the Orientation Room program. Children were aided in their adjustments to schools and in their unique educational need, lessening the frustration of both pupils and teachers. However, one school reported that the orientation teacher was so effective in establishing rapport, academic success, and security that another readjustment problem occurred when pupils were assigned to the regular program. Needs were sometimes greater than could be serviced by the program and one respondent suggested that schools be allowed greater flexibility in adjusting the program to particular needs.

Generally, it was felt that the program had helped pupils view themselves and school with positive feelings, enabling them to achieve a measure of success in academic fields. Recommendations were that the program be continued until a complete study of staffing and organizational plans can be carried out.

Anecdotal Information[1]

The anecdotal record included in the Appendix illustrates graphically some of the problems encountered by pupils and teachers within our schools, together with results which can be obtained when pupils are given needed support.

CONCLUSIONS AND RECOMMENDATIONS

Program evaluation forms indicate that

- many pupils responded to and benefited from having a suitable place, needed materials, and instructor help available for study after school

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[1] See Appendix I.

- orientation rooms helped to diagnose needs, provide individual help, and smooth the adjustments for transient pupils enrolling in schools
- needs were sometimes greater than could be accommodated by the programs
- flexibility is needed to meet variations in school communities
- parents responded favorably to the programs
- the programs should be continued until a complete staffing and organizational plan can be completed in the schools.

TEACHER-AIDE ACTIVITY

DESCRIPTION

Teacher-aides were provided during the school year for thirty-four elementary and nine secondary schools in the target area. Altogether 116 aides were employed on a full- and part-time basis to fill the equivalent of sixty-eight full-time positions -- fifty-four in elementary schools and fourteen in secondary schools.

STATEMENT OF OBJECTIVE

To enable teachers to devote maximum time and energy to instructional activities by employing paraprofessionals to perform some of the duties necessary to the functioning of the school or classroom but not a part of the educational curriculum, and to assist teachers in their efforts to provide maximum personal assistance to individual pupils.

ACTIVITIES EMPLOYED

Activities for teacher-aides included

- assisting teachers in a special kindergarten program
- assisting teachers in the Team Teaching program
- assisting teachers with activities during work periods, field trips, etc.
- helping pupils with independent work assigned by the teacher
- assisting the nurse with clinical duties
- assisting with lunchroom and playground supervision
- doing clerical work
- using machines to duplicate materials for teachers
- assisting teachers with maintenance of class records and reports
- checking books and inventories.

EVALUATION PROCEDURE

Evaluation procedures included

- securing teacher opinion
- securing teacher-aide opinion
- securing principal opinion.

RESULTS AND INTERPRETATION OF DATA

Elementary Professional Staff Questionnaires - Aide Programs for Grades One to Six

Principals and a sample of teachers in Grades One through Six completed questionnaires relating to the activities of teacher-aides in their buildings. Altogether, replies were received from 180 teachers and thirty-four principals. Principals in schools having more than one teacher-aide completed a separate questionnaire for each aide.

Teachers estimated (Table 1) how often the teacher-aide had assisted them with their classes. Most of the teachers in the sample had received some assistance from the aide. However, their comments suggest the help was usually limited by the small ratio of aides to teachers, even when daily assistance was available.

Table 1

ESTIMATED FREQUENCY OF ASSISTANCE BY AIDES TO ELEMENTARY TEACHERS

		Percent of Response			
Daily	Weekly or Semi-Weekly	Monthly or Semi-Monthly	On Request	Occasionally	Never
45	28	9	8	5	5

N = 168

Principals, teachers, and aides also estimated the proportion of the teacher-aide's time which was spent assisting in each of three areas — helping with pupils, clerical work, and other non-instructional duties. Principals and aides were in near agreement as to the function of the aides. Teachers, on the other hand, estimated the aide to have spent more time doing clerical work and less time helping pupils and doing other non-instructional tasks. Overall, the aides appear to have fulfilled responsibilities in all three areas.

Table 2

ESTIMATED PERCENT OF ELEMENTARY AIDE TIME SPENT PERFORMING SPECIFIED GENERAL CATEGORIES OF WORK

	Percent of Time Estimated by		
Type of Work Performed	Principals	Teachers	Aides
HELPING WITH PUPILS (during work peroids, on excursions, by reading stories, etc.)	33%	27%	36%
CLERICAL WORK (typing, running off materials, correcting papers, filing, scoring tests, etc.)	40	53	36
OTHER NON-INSTRUCTIONAL DUTIES (preparing bulletin boards, cleaning up, making charts, etc.)	27	20	28
N =	51*	180	48

* The principals of the thirty-four schools were given a questionnaire for each aide position in their buildings.

Teachers and principals next rated various aspects of the elementary Teacher-Aide program on a four-point scale which quantified four descriptive adverbs:

Extremely	Very	Somewhat	Not
4	3	2	1

The mean responses of teacher and principal groups are reported for each item in the tables which follow. For example, a 3.2 mean would indicate that, taken together, the group would rate the item closer to "very" than to "extremely."

Table 3 shows that both teachers and principals felt the assistance of aides had been "very" helpful in all three of the areas described in Table 2. Teachers, however, were slightly more reserved than principals when rating the help received with pupils and with clerical work, their written comments providing clues to their probable reasons. Many teachers raised concern about the limited help possible in schools when aides must serve so many teachers and suggested a need for improved selection or preservice training to insure specified skills, especially typing or both.

In general, teachers and principals thought their individual effectiveness in their respective roles had been enhanced by the assistance of the aides. Most respondents perceived the aides as highly cooperative and conscientious, performing their work in an accurate and efficient way. As must be expected in any large employee group, there were some exceptions to the general ratings. However, the overall response was that teacher-aide activity was "very" to "extremely" worthwhile as a compensatory program for target-area schools.

Table 3

ELEMENTARY STAFF EVALUATION OF TEACHER-AIDE EFFECTIVENESS

	Mean Response of	
Item	Principals	Teachers
The aide's assistance with pupils was ___?___ helpful.	3.2	2.7
The aide's assistance with clerical work was ___?___ helpful.	3.3	2.8
The aide's assistance with non-instructional duties was ___?___ helpful.	3.3	3.1
The teacher's/My effectiveness in the classroom was ___?___ enhanced by the assistance of the aide.	3.3	2.9
The aide was ___?___ able to work cooperatively with the school.	3.6	3.5
The aide was ___?___ conscientious in performing her duties.	3.6	3.5
The aide was ___?___ accurate and efficient in her work.	3.3	3.2
Overall, the teacher-aide activity was ___?___ worthwhile as a compensatory program for target area schools.	3.6	3.5
N =	51*	180

* The principals of the thirty-four schools were given a questionnaire for each aide position in their buildings.

Responses relating to the capabilities and dependability of aides and to the appropriateness of their assigned tasks are reported in Table 4. Most respondents felt the capabilities of their aides had been "very" adequate at the beginning of the school year and their usefulness had increased as the year progressed. Attendance and punctuality of aides were given high average ratings by their principals. Respondents also thought assigned duties, in general, had been appropriate. Conversely, there were several teacher and principal comments (Table 6) indicating need for improved screening, especially to insure typing skills, and for additional inservice training.

Table 4

RESPONSES TO QUESTIONS ABOUT ELEMENTARY TEACHER-AIDE COMPETENCY, DEPENDABILITY, AND ASSIGNMENTS

Item	Mean Response of	
	Principals	Teachers
The aide's capabilities at the beginning of the year were __?__ adequate.	3.0	2.9
The aide's usefulness to the school was __?__ improved as the year progressed.	3.3	3.0
In general, the aide's attendance was satisfactory.	3.4	*
In general, the aide was punctual.	3.4	*
The duties assigned to the aides were __?__ appropriate to her capabilities.	3.3	3.1
N =	51	180

* Not asked

Table 5 summarizes responses to open-ended questions about teacher-aide acceptance, availability, and program recommendations.

The acceptance of the individuals employed is reflected in the ninety-two percent of teachers and ninety-eight percent of principals who would request the same aide for their buildings next year.

About one sixth of the teachers, however, believed the services of the aide had not been available often enough to be of real assistance. Also, it can be noted in Table 6 that the most frequent comment for improving the program centered on this concern.

Most respondents would like to see the Teacher-Aide program expanded. Very few expressed dissatisfaction.

Table 5

ELEMENTARY TEACHER-AIDE ACCEPTANCE AND AVAILABILITY, AND PROGRAM RECOMMENDATIONS

Item	Percent of Response	
	Principals	Teachers
Would you accept the same aide in your building next year?		
Yes	98%	92%
No	2	8
Do you feel that the services of the aide were made available to you often enough to be of real assistance?		
Yes	*	79
No	*	21
Next year this program should be		
Expanded	76	61
Continued unchanged	20	33
Considerably changed	4	6
Discontinued	0	0
* Not asked N =	51	180

The final item on the principal and teacher questionnaires sought additional comments or suggestions for improving the Teacher-Aide program. Sixty-seven percent of the principal questionnaires and fifty-three percent of the teacher questionnaires contain comments. These are summarized in Table 6.

Table 6

SUMMARY OF SUGGESTIONS BY PRINCIPALS AND TEACHERS FOR IMPROVING THE ELEMENTARY TEACHER-AIDE PROGRAM

Suggestions	Frequency	
	Principals	Teachers
Employ more aides - efforts are presently too thinly spread	10	47
Provide more inservice training for aides (Specific areas mentioned were typing, bulletin board arranging, cursive and manuscript penmanship, and filing)	7	13
Screen aides more carefully when hiring (Major concern of ten teachers and one principal was lack of typing competency)	3	15
Use more of aide's time to assist with individual pupils and less for clerical	2	8
More clearly define responsibilities of aides	1	7
Assign aides to definite classrooms	0	5
Hire aides for full eight-hour work day	3	1
Provide for systematic, joint planning by teachers and aides	0	3
Change state law to allow aides to assume responsibility for pupils without immediate presence of certified personnel	1	0
Provide more adequate workspace and equipment for aides	0	1
Provide sick leave for teacher aides	0	1
N =	34	180

Elementary Teacher-Aide Questionnaire - Aide Programs for Grades One to Six

Questionnaires were completed by forty-eight teacher-aides. Their responses (Table 7) indicate that aides had positive feelings about their work and looked forward to continuing their new occupation. Most aides thought the school had made good use of their capabilities, but sixty-four percent also believed teacher-aides need more preparation for working in the schools.

A good teacher-aide relationship is suggested by the one hundred percent "yes" response to the question which asked if the teaching staff in their school was friendly and helpful.

Table 7

TEACHER-AIDE OPINIONS ABOUT THE ELEMENTARY AIDE PROGRAM

Item	Percent of Response	
	Yes	No
Do you feel that your services were beneficial to pupils in your school?	100%	0
Do you feel that the school made the best use of your capabilities this year?	93	7%
Do you feel that the teaching staff in your school was friendly and helpful?	100	0
Would you like to do this kind of work again next year?	100	0
Do you feel that teacher-aides need more preparation for working in the schools?	64	36

N = 48

Most teacher-aides responded to the final item on the questionnaire which sought additional comments and suggestions for improving the program. The summary in Table 8 shows frequent, though not unanimous, suggestions (see Table 7) that aides be given more inservice training. Other recurring suggestions were that aides be provided fringe benefits common to other school employees, be employed for a full seven- or eight-hour day, be used more frequently to assist individual pupils, and be given assignments in which their efforts can be directed to classrooms instead of spread throughout the entire school.

Table 8

SUMMARY OF SUGGESTIONS BY ELEMENTARY AIDES FOR IMPROVING THE TEACHER-AIDE PROGRAM

Suggestion	Frequency
Provide more inservice	14
Provide aides with fringe benefits	10
Concentrate efforts in fewer classrooms	6
Use aides more to assist individual pupils	6
Employ aides for full seven- or eight-hour day	6
Provide more definite guidelines and assignments	3
Employ aides during summer months	3
Provide pay incentives for improvement	2
Pay aides twice monthly	2
Increase pay	1

N = 48

Elementary Staff Questionnaires — Kindergarten-Aide Program

Thirty-four principals and thirty-four kindergarten teachers responded to questionnaires on the Kindergarten-Aide program. Their overall response toward the program was highly favorable.

Table 9 presents an estimate by teachers of the manner in which aides were used. Kindergarten-aides appear to have spent more time helping with pupils than did other elementary teacher-aides. Less time was spent performing clerical work.

Table 9

ESTIMATED PERCENT OF KINDERGARTEN-AIDE TIME SPENT PERFORMING SPECIFIED GENERAL CATEGORIES OF WORK

Type of Work Performed	Teachers' Estimate of Percent at Time Spent
HELPING WITH PUPILS (during work periods, on excursions, by reading stories, etc.)	47%
CLERICAL WORK (typing, running off materials, checking papers, filing, scoring tests, etc.)	16
NON-INSTRUCTIONAL DUTIES (preparing bulletin boards, cleaning up, making charts, etc.)	37
	N = 34

Principals and teachers rated many qualitative aspects of the Kindergarten-Aide program using the same four-point rating scale as was used to rate the regular Elementary-Aide program described earlier.

Table 10 shows how respondent groups applied the rating scale to a number of items relating to aide effectiveness. A "very" to "extremely" high rating was given by teachers to the help of aides with clerical work, pupils, and non-instructional duties. Although principals were more conservative in their estimates than teachers, both groups considered the program to have made the kindergarten classroom more manageable and to have improved the teacher's effectiveness in the classroom. According to the ratings, kindergarten-aides were perceived in most cases as conscientious, accurate and efficient, willing to perform the varied tasks required, helpful in promoting good community relations, and favorably received by parents. Teachers saw the community role as "very" important while principals indicated this role to be "extremely" important.

Table 10

STAFF EVALUATION OF KINDERGARTEN TEACHER-AIDE EFFECTIVENESS

Item	Mean Response of	
	Principals	Teachers
The aide's assistance with clerical work was ___?___ helpful.	*	3.2
The aide's assistance with pupils was ___?___ helpful.	*	3.5
The aide's assistance with non-instructional duties was ___?___ helpful.	*	3.7
It was ___?___ evident that the kindergarten class was more manageable with assistance of an aide.	3.0	3.6
The teacher's/My effectiveness in the classroom was ___?___ enhanced by the assistance of the aide.	2.7	3.3
The aide was ___?___ conscientious in performing her duties.	*	3.5
The aide was ___?___ accurate and efficient in her work.	*	3.3
The kindergarten-aide was ___?___ willing to perform the varied tasks that were required of her.	2.8	3.6
The aide was ___?___ helpful in promoting good community relations.	3.8	3.1
Parent reaction to the Kindergarten-Aide program was ___?___ favorable.	3.8	2.9
N =	34	34

* Not asked

Responses to questions about competency, dependability, and inservice needs of kindergarten-aides are reported in Table 11. Consistent with responses in the previous table, the professional staff indicated most aides had already been competent at the beginning of the year. However, the value of experience and the need for teacher-aide inservice were recognized. Teachers expressed the inservice need more strongly than did principals. They also felt that planning time spent with aides had been highly productive.

Most teachers stated that aide's attendance and punctuality had been "very" to "extremely" good during the year.

Table 11

RESPONSES TO QUESTIONS ABOUT KINDERGARTEN TEACHER-AIDE COMPETENCY, DEPENDABILITY, AND INSERVICE

Item	Mean Response of	
	Principals	Teachers
At the beginning of the year, the capabilities of the aide were __?__ adequate.	3.5	2.9
The aide's usefulness was __?__ enhanced as the year progressed.	3.3	3.4
I feel that inservice education for aides is necessary.	3.0	3.4
I feel that the planning time I spent with the aide was __?__ productive.	*	3.2
During the year, the aide's attendance was __?__ satisfactory.	*	3.4
During the year, the aide was __?__ punctual.	*	3.2
N =	34	34

* Not asked

Table 12 shows the degree of acceptance of individual kindergarten-aides by the professional staff with whom they worked. Only a small percentage of teachers said they would not request the same aide for the next school year.

Table 12

ACCEPTANCE OF INDIVIDUAL KINDERGARTEN TEACHER-AIDES

Item	Percent of Response	
	Principals	Teachers
Would you request the same aide in your building next year?		
Yes	100%	88%
No	0	12
N =	34	34

The final item on the questionnaires provided opportunity for any comment on suggestions the certified staff wished to make for improving the program. Table 13 summarizes the comments received. The most frequent suggestion was that additional inservice training be provided.

Table 13

SUMMARY OF SUGGESTIONS FOR IMPROVING THE KINDERGARTEN-AIDE PROGRAM

Suggestion	Frequency	
	Principals	Teachers
Provide more inservice training	4	9
Provide a full-time aide to every kindergarten	3	2
Assign a different aide	2	3
Lengthen the aide's workday to seven or eight hours	0	2
Have aides on duty during planning days	1	0
Screen aides more carefully when hiring	0	1
Provide pay incentives for improvement	0	1
More clearly define responsibilities of aides	0	1
N =	34	34

Secondary Staff Questionnaire

Altogether, ten secondary aides were employed in nine secondary schools. A staff questionnaire was completed by eight principals, ten coordinators, one dean, four evaluators, five secretaries, and eight teachers who were acquainted with the aides' work. The results are summarized below.

Table 14 combines estimates made by the various respondents, giving a rough overall estimate as to how aide time was used. Within the estimate, the manner in which individual aides were employed varies from a division of responsibilities among the three types of work to complete use of aides for clerical work. Secondary schools appear to have used the aides more frequently for clerical duties and less frequently for helping with pupils than did elementary schools.

Table 14

ESTIMATED PERCENT OF SECONDARY AIDE TIME SPENT PERFORMING SPECIFIED GENERAL CATEGORIES OF WORK

Type of Work Performed	Staff Estimate of Percent of Time Spent
HELPING WITH PUPILS (during work periods, on excursions, by reading stories, etc.)	15%
CLERICAL WORK (typing, running off materials, checking papers, filing, scoring tests, etc.)	66
NON-INSTRUCTIONAL DUTIES (preparing bulletin boards, cleaning up, making charts, etc.)	19

N = 33

Using the four-point scale, staff members responded to questions about aide effectiveness in their secondary school roles. Table 15 reports the mean responses of the separate groups. There is general agreement that the service provided by the aides was an important one, contributing to the effectiveness of the school. Except for the evaluator, respondents in general perceived the aide's assistance as "very" to "extremely" effective in all three categories — working with pupils, clerical work, and non-instructional duties.

Table 15

SECONDARY STAFF EVALUATION OF TEACHER-AIDE EFFECTIVENESS

Item	Mean Response of				
	Principals	Coordinators and Deans	Evaluators	School Secretaries	Teachers
The aide's assistance with pupils was __?__ helpful.	3.0	3.4	4.0	3.3	3.1
The aide's assistance with clerical work was __?__ helpful.	3.3	3.5	2.7	3.4	3.4
The aide's assistance with non-instructional duties was __?__ helpful.	3.2	3.6	4.0	3.3	3.5
I feel that teacher's effectiveness in the classroom was __?__ enhanced by the assistance of the aide.	3.3	3.7	4.0	4.0	3.8
The aide was __?__ able to work cooperatively with the school staff.	3.5	3.6	2.7	3.6	3.3
Overall, the teacher-aide activity was __?__ worthwhile as a compensatory program for target-area schools.	3.4	3.8	2.7	3.2	3.6
N =	8	11	4	5	8

Table 16 shows that most respondents felt the aides had adequate capabilities at the beginning of the school year, although their somewhat lower ratings in response to this question may suggest the value of some additional preservice or inservice preparation. Most aides were reported to have been dependable in attendance and punctuality, willing to perform accurately and efficiently the duties assigned. The assigned duties were thought to have been appropriate.

Table 16

RESPONSES TO QUESTIONS ABOUT TEACHER-AIDE COMPETENCY, DEPENDABILITY AND ASSIGNMENTS

	Mean Response of				
Item	Principals	Coordinators and Deans	Evaluators	School Secretaries	Teachers
The aide's capabilities at the beginning of the year were ? adequate.	2.8	3.1	2.9	3.0	2.7
The aide's usefulness to the school was ? improved as the year progressed.	3.1	3.4	2.7	3.4	3.1
In general, the aide's attendance was ? satisfactory.	3.3	3.4	2.9	2.6	2.9
In general, the aide was ? punctual.	3.3	3.5	2.7	3.[illegible]	2.7
The aide was ? willing to perform a variety of duties that were assigned to her.	3.5	3.7	4.0	3.4	3.1
The duties assigned to the aides were ? appropriate to her capabilities.	3.5	3.5	4.0	2.8	3.6
The aide was ? accurate and effecient in her work.	3.3	3.3	2.7	3.2	2.6
N =	8	11	4	5	8

Table 17 indicates that the degree of acceptance of the teacher-aides was very high among the professional staffs with whom they worked. Most respondents would request that the same aide be returned to the buildings next year. The lowest measure of approval was found among the school secretaries completing questionnaires.

Table 17

ACCEPTANCE OF INDIVIDUAL TEACHER-AIDES

Item	Percent of Response				
	Principals	Coordinators and Deans	Evaluators	School Secretaries	Teachers
Would you request the same aide in your building next year?					
Yes	88%	82%	100%	60%	88%
No	12	18	0	40	12
N =	8	11	4	5	8

Few responses were received from the final question which asked for comments and suggestions for improving the Secondary Aide program. Singular suggestions were to improve screening when hiring aides, increase numbers of aides, provide additional inservice, increase coordination among staff in using the aide, and improve punctuality.

Secondary Aide Questionnaires

Questionnaires were completed by ten secondary school aides. Their responses (Table 18) indicate highly positive feelings about their work and the prospect of continuing the same employment during the next year. Thirty percent of the aides felt they needed more preparation for working in the schools, but stated their usefulness to the school had increased with experience. The twenty percent who felt their services had not been beneficial to the pupils in their schools are cause for some concern, but reasons for this response are not evident from other items on the questionnaire.

Table 18

AIDE OPINIONS ABOUT THE SECONDARY AIDE PROGRAM

Item	Percent of Response	
	Yes	No
Do you feel that your services were beneficial to pupils in your school?	80%	20%
Do you feel that the school made the best use of your capabilities this year?	88	12
Do you feel that the school staff was friendly and helpful this year?	100	0
Would you like to do this kind of work again next year?	100	0
Do you feel that teacher-aides need more preparation for working in the schools?	70	30
	N = 10	

The Secondary Aide questionnaire concluded with a request for additional comments and suggestions for improving the program. Table 19 summarizes their suggestions.

Table 19

SUMMARY OF SUGGESTIONS BY SECONDARY AIDES FOR IMPROVING THE AIDE PROGRAM

Suggestion	Frequency
Return aide to the same school	3
Employ aides for full seven- or eight-hour day	2
Provide pay incentives for self-improvement	1
Provide fringe benefits	1
Use aides for more direct work with classroom teachers	1
Clarify supervision of aides within school	1
	N = 10

CONCLUSIONS AND RECOMMENDATIONS

Evaluation results for kindergarten, elementary, and secondary teacher-aides indicate that

- aides were used to help with pupils most often by kindergarten teachers, least often by secondary school staffs
- aides were used for clerical work most often by secondary school staffs, least often by kindergarten teachers
- aides were used for other non-instructional duties (preparing bulletin boards, making charts, cleaning up, etc.) most often by kindergarten teachers, least often by secondary school staffs
- teacher-aides were generally rated "very" to "extremely" helpful in all three categories of work surveyed: with pupils, with clerical work, and with non-instructional duties
- professional staff respondent groups, administrative and instructional, were highly supportive of the aide activity as a worthwhile compensatory activity which enhanced the teacher's effectiveness in the classroom
- most aides were perceived as being conscientious, able to work cooperatively, accurate and efficient, responsible in attendance, punctual, and capable; however, the aide's usefulness was reported to have increased with experience, and additional inservice was the second most frequent suggestion for improving the program

. other frequent suggestions from staff members in order of frequency included

  - to employ more aides to concentrate effort
  - to screen aides more carefully when hiring especially to insure typing skill
  - to use aides more with pupils, less for clerical work
  - to define responsibilities of aides more clearly
  - to hire aides for full seven- or eight-hour work day
  - to provide for systematic joint planning by teachers and aides

. although there were areas of friction, almost ninety-five percent of all responding staff members indicated they would request the same aide in their building next year

. most teacher aides felt their services had been beneficial to pupils, the school had made good use of their capabilities, and the staff had been friendly and helpful

. about two thirds of the aides thought teacher aides needed more preparation for working in the schools; aides were unanimous in indicating they would like to do the same work next year

. the most frequent suggestions from teacher-aides for improving the program, in order of their frequency, were

  - to provide more inservice
  - to provide fringe benefits for aides
  - to concentrate efforts in fewer classrooms
  - to use aides more often to assist individual pupils
  - to employ aides for full seven- or eight-hour day
  - to provide more definite guidelines and assignments
  - to provide pay incentives for self-improvement.

SCHOOL-COMMUNITY AIDES

DESCRIPTION

The School-Community Aide program provided indigenous aides in two target area junior high schools, three in one school and four in the other. The aides were employed for a twelve-month period working during this period of time with approximately 2,700 referrals on pupils or parents or both. The aides functioned as service representatives in the school community, performing a community organization and leadership role. In addition, a teacher on special assignment was assigned as a "community organizer" at one junior high school. He supervised the three school-community aides in that district and officially represented the school at meetings of community agencies and organizations.

STATEMENT OF OBJECTIVE

To provide communication between the school and the individuals in the community, to help them cope with the crises brought about by their poverty and to encourage competence in seeking the help of agencies; to change thereby the image of the school in the eyes of the community and to bring about a close working relationship and increased understanding between parents, teachers, and pupils.

ACTIVITIES EMPLOYED

Activities for the school and the community included

- preparing a brochure describing the aides' services
- visiting the sick
- acting as employment counselors
- acting as consumer counselors
- providing liaison between individuals and agencies, individuals and school
- representing the schools on agency boards
- providing leadership for groups needing help
- coordinating agency activities
- helping families new to the community with orientation, often providing emergency food, clothing and shelter
- assisting in direct counseling with pupils and parents.

EVALUATION PROCEDURE

Evaluation procedures included

- maintaining brief anecdotal records on each referral
- securing school opinion on evaluation form.

School-Community Aide Evaluation Form

Each school was asked to complete an evaluation form seeking information about the extent to which objectives had been met, strengths and weaknesses noted in the program, and recommendations for the next school year.

One school noted a need for improved communication with the school staff, the other a competency problem with one of the aides hired. However, there was overall enthusiasm for the program and its accomplishments. The evaluation forms indicated the respondents' opinions that the program had improved communication with the community, resulting in more parents coming to school and cooperating in solving their children's problems. Value was noted in the availability of aides day and night and on school holidays to meet the needs of the communities served. Parents had been able to speak out and express their true feelings about school, a channel of feedback helpful to both the community and the school staff. Also, the professional staff felt that because of the assistance of the aides with community contacts, the staff had time to devote to individual counseling with pupils. Recommendations were to continue and expand the program.

Anecdotal Records[1]

School-community aides kept brief anecdotal records on each family or individual with whom they worked. Since evaluation of a program of this type must be primarily concerned with its effect or influence on the persons directly involved, a small sample has been included in this report. The needs of families and of the school are evident in these records.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation results indicate that

- schools reported improved communications with the community and increased numbers of parents coming to the school, positively cooperating in the solutions of their children's problems
- aides were available to meet needs directly and indirectly related to pupil success in school but normally beyond the scope of the school program
- aides provided a channel of feedback from parents that was of value to parents and to school staffs
- individual counseling opportunities of staff with individual pupils were enhanced
- the program was enthusiastically received by the respondents to the evaluation form
- recommendations were that the program be expanded to provide indigenous aides for other target-area junior high school and be administered by a full-time coordinator.

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[1] See Appendix G.

WORK-STUDY

DESCRIPTION

This program provided Work-Study opportunities to help 1,070 pupils to meet school financial obligations. Participants were selected by a Work-Study counselor assisted by the faculty, social worker, school nurse, or others who were aware of pupils' needs. Criteria used in selection were willingness to work and remain in school, historical dropout tendencies related to financial obligations, parental support and permission. Employed pupils provided assistance for teachers, librarians and neighborhood nonprofit agencies. Pupils gained experience in assuming responsibility and developed desirable work habits and attitudes. Ten teachers served as supervisors in nine public schools and four parochial secondary schools.

STATEMENT OF OBJECTIVE

To motivate and encourage pupils during the school year so their chances for academic success will be enhanced.

ACTIVITIES EMPLOYED

Activities for pupils included

- completion of job application forms, including request for social security number
- part-time employment in schools and neighborhood nonprofit agencies
- adjustment to supervision
- increased motivation and chances to succeed.

Activities for school staff included

- supervision of Work-Study employees
- meeting of teachers, counselors, social worker, school nurse, and others to select pupils for the Work-Study program
- inservice meetings for Work-Study counselors to coordinate and improve efforts to assist pupils in the program
- faculty meetings within buildings to disseminate information about the program and to enlist faculty support.

EVALUATION PROCEDURE

Evaluation procedures included

- securing teacher opinion
- securing administrator opinion
- securing supervisory personnel opinion
- securing pupil opinion
- using membership and attendance data.

RESULTS AND INTERPRETATION OF DATA

Staff Questionnaires

Questionnaires were completed by principals, teachers, Work-Study chairmen, and "other" individuals who were involved in Work-Study supervision or were provided assistance by Work-Study participants. Classified as "other" were various representatives of neighborhood nonprofit agencies, a school counselor, a dean, and a chairman of guidance and counseling.

The respondents answered questions using a four-point rating scale that quantified four descriptive adverbs:

Extremely	Very	Somewhat	Not
4	3	2	1

Results are reported in the tables as mean responses of the groups. For example, a mean response of 3.5 indicates that the average response of the group to the item in question was midway between "extremely" and "very."

Table 1 summarizes staff responses to questions about the Work-Study program's overall worth and its effect on pupil attitudes and behaviors. From the responses, one can conclude that the various respondent groups shared a common belief in the program's general merits and in the results obtained. Respondents related that Work-Study had been highly beneficial to both the pupils and their schools. Pupils, they reported, were "very" to "extremely" interested in obtaining work in the program. They demonstrated both willingness to perform the tasks required of them and overall dependability. Improved responsibility, work attitudes toward school, and attendance were seen as real outcomes.

When asked if the program had been instrumental in keeping potential dropouts in school, a major objective of Work-Study, principals and teachers were more conservative than other respondents but suggested that the program had been "somewhat" to "very" effective in this regard. Finally, the respondents indicated a favorable parent impression of the Work-Study endeavor.

Table 1

COMPARISON OF STAFF RESPONSES TO QUESTIONS ABOUT PROGRAM WORTH AND EFFECT ON PUPIL ATTITUDES AND BEHAVIORS

Item	Principal	Teacher	Chairman	Other
Pupils were __?__ interested in obtaining work in the program.	3.4	3.6	3.7	3.6
Most pupils were __?__ willing to perform the tasks that were required of them.	3.0	3.3	3.3	3.4
The program was __?__ helpful in promoting pupil responsibility.	2.7	3.1	2.7	3.0
In general, Work-Study pupils were __?__ dependable.	3.3	3.1	2.9	3.3
The program was __?__ helpful in developing desirable work attitudes.	3.0	2.9	2.8	2.8
The program was __?__ helpful in improving pupil attitude toward school.	2.8	2.6	2.8	2.5
The program was __?__ instrumental in keeping pupils in school.	2.4	2.3	3.0	3.1
The program was __?__ helpful in promoting better school attendance.	2.7	2.7	3.0	2.6
I feel that the program was __?__ beneficial to pupils.	3.3	3.4	3.4	3.1
I feel that the program was __?__ beneficial to the school.	3.7	3.3	3.4	3.3
Parent reaction to the program was __?__ favorable.	3.3	3.2	3.4	3.3
Overall, the Work-Study program was __?__ worthwhile as a compensatory activity in this school.	3.6	3.4	3.4	3.6
N =	9	14	9	13

In Table 2, responses to questions concerning organization and procedure are summarized. In general, it may be said that respondent groups felt the method of selecting pupils had been very satisfactory and that excessive time was not required to get pupils approved for the program. Paying pupils twice a month (rather than monthly) was thought to have been very worthwhile. Assignments had been meaningful and assistance of ESEA supervisory personnel adequate. The only question raised by the questionnaire centered on supervision of participants. Principals, Work-Study chairmen, and "other" respondents felt supervision tended to be only "somewhat" adequate.

Table 2

COMPARISON OF STAFF RESPONSES TO QUESTIONS ABOUT ORGANIZATION AND PROCEDURES

Item	Principal	Teacher	Chairman	Other
The time required to get pupils approved for the program was __?__ excessive.	2.1	2.1	2.0	1.9
The method of selecting pupils for the program was __?__ satisfactory.	3.0	3.1	2.7	3.1
It was __?__ worthwhile to pay pupils twice each month.	3.3	3.2	3.0	3.6
The Work Study assignments were __?__ meaningful to pupils.	2.9	3.2	2.8	2.8
The provisions made in the program for pupil supervision were __?__ adequate.	2.4	3.0	2.4	2.4
The assistance of supervisory ESEA personnel was __?__ adequate.	3.1	2.9	3.2	2.8
N =	9	14	9	13

Student Questionnaire

A pupil questionnaire was distributed to three boys and three girls at each grade level in each of five junior high schools, and to four boys and four girls at each grade level in four senior high schools. Altogether, 170 of the 186 questionnaires distributed were completed and returned.

Table 3 presents descriptive data about the pupils, their work, and their use of money earned. More of the assignments involved work during and after school than before school. The most frequently assigned tasks were cleaning, typing and filing, or generally assisting the school staff. The period of employment varied greatly, and many of the pupils reported their earnings were used in part to meet school costs of fees, lunches, or transportation.

Table 3

DESCRIPTIVE INFORMATION

Item	Percent
When did you work?	
Before school	15%
During school	44
After school	41
How many months were you in Work-Study?	
1 - 2	14
3 - 4	21
5 - 6	35
7 or more	30
What kind of job did you have?	
Cleaning	15
Typing or filing	14
Assisting school staff	71
Check all the ways you used your Work-Study money this year.	
Personal needs	49
School fees	14
Bus fare	5
School lunches	32

N = 170

The Student Questionnaire also asked questions which probed pupil perceptions of the program. The responses indicated overall approval (Table 4). Most liked their work, thought the work contributed more to their lives than the money earned, and stated their interest in being in the program again next year. Most felt the person who supervised their work showed a personal interest in them. Approximately one fourth of the pupils indicated that there were some things they didn't like about Work-Study, but almost all thought the program should continue. Most common dislikes expressed were not being able to work more hours and being given work assignments which they did not enjoy.

Table 4

STUDENT RESPONSE TO WORK STUDY QUESTIONNAIRE

Item	Percent of Response Yes	No
Did you like this kind of work?	93%	7%
Is this the first job you ever had where you received a regular paycheck?	55	45
Did you get anything out of Work-Study besides the money you earned?	71	29
Do you feel that the person you worked for showed a personal interest in you?	84	16
Would you like a chance to be in Work-Study again next year? (Of the twenty-eight respondents who answered "No," six were ninth grade pupils and eighteen were twelfth grade pupils who would not be in their respective schools the following year.)	85	15
Is there anything you didn't like about Work-Study?	22	78
Do you think the schools should continue the Work-Study program?	99	1

N = 170

Following each question in Table 4, space was provided for pupil comments. Not all respondents wrote comments, but in some ways those written provide more insight than the objective responses on the questionnaire. Those which follow, although not always grammatically correct, represent direct quotations of pupils.

A major objective of the Work-Study program was to keep pupils in school and to help provide needed financial assistance. Many of the comments suggest the program did accomplish this objective. Pupils said:

> There is a lot of young people that need help in paying fees.
>
> It helps many needy students stay in school.
>
> I think it helps some students at home with problems.
>
> It helped me through my school year and I had money to spend on personal needs.

> This is the greatest way for pupils to earn money and go to school at the same time.
>
> It could help people financially as well as mentally.
>
> Because it helped people get fee money and lunch money.

And the most revealing comment of all:

> This way I could have extra money and not worry about my mother not having any.

Other major objectives were to give pupils experience in assuming responsibility and to help them develop desirable work habits and attitudes. Comments which suggest this goal may have been reached were:

> It helped students to earn money and set responsibility.
>
> I learned to be responsible for what I was doing.
>
> I learned I should do my work well and be there everyday. This is a good habit.
>
> So they will learn how it feels to make their own money.
>
> It was exciting getting a paycheck.
>
> I'm not lazy.
>
> I learned that you have to work hard and good then you won't think you are money for nothing.
>
> It helps pupils to learn about working.
>
> Because it helps a person to work for himself.
>
> Learned how to work steady.

The attitudes developed seemed to extend beyond work attitudes to desirable interpersonal relationships:

> I got to know people.
>
> It put me in a situation requiring tact.
>
> I learned that it pays to help others. (Pupil worked in a home for the aged.)
>
> It helped in improving my ways.
>
> It also helped students to get along with people.
>
> I got a good relationship with teacher.
>
> A little more of an understanding of kids and their behavior.
>
> Getting to know people and getting along with them.
>
> I learned more about life in general.
>
> Get to children while they are little, their habits.

Some of the comments suggest that the program may have caused some pupils to think about vocations. Pupils stated:

> I really liked office work.
>
> I received the responsibility of a job and found that I may want office work to be my second choice of occupation.
>
> It taught me colors and how to use them. I'd like to learn to decorate windows in a store.
>
> Because it help you in finding out what type of work you would like to go into after graduation.
>
> I learned how to type better and how it is to correct things.
>
> I learned what teaching is all about.
>
> I learned how a library functions.

Still other comments are those which reflect the personal relationships which developed between pupils and Work-Study counselors and "employers":

> I felt my employers liked me and that they wanted me to get ahead.
>
> She had a personal interest for everybody that worked for her.
>
> He seemed to worry about the way things were going for me.
>
> She showed me things I should do during Work-Study and was very nice to me.
>
> There were times when we talked about personal feelings that I had.
>
> He says he will miss me next year.
>
> She listened to my problems.
>
> I really liked working for teachers.
>
> The person I worked for was very concerned about helping me out.
>
> Mr. ___ helped me and he trusted me he show me how to do different things. As if he could count on me and we talked a lot.

As to whether or not the Work-Study program should be continued, pupils not only gave a 99 percent endorsement but commented:

> It would help if they would continue this Work-Study program.
>
> I think it's a great program.
>
> Give others a chance to get ahead a little bit of money you make.

Membership and Attendance Data

Attendance and membership data were obtained on pupils who had participated in the Work-Study program. The results in Table 5 show that the average daily attendance for pupils in the Work-Study program was higher at all schools than for the entire population of the school from which they came. Since there are no control groups to provide a benchmark of comparison, it is not possible to state conclusively that Work-Study resulted in the improvement. However, when one considers the program objective of engaging the pupils who had the most serious problems and greatest needs, the result would seem to suggest that Work-Study may have played an important role.

Table 5

AVERAGE DAILY ATTENDANCE FOR WORK-STUDY PUPILS COMPARED TO THE AVERAGE DAILY ATTENDANCE FOR THEIR TOTAL SCHOOLS

School	Total School Population Percent ADA to ADM	Work-Study Sample Percent ADA to ADM	Difference
A	82.5%	97.1%	14.6%
B	88.9	92.0	3.1
C	86.5	89.0	2.5
D	84.0	86.0	2.0
E	81.9	94.2	12.3
F	80.9	92.1	11.2
G	87.2	89.5	2.3
H	83.2	89.3	6.1
I	82.3	84.6	2.3

CONCLUSIONS AND RECOMMENDATIONS

Staff questionnaires indicate that principals, teachers, Work-Study chairmen, and other individuals who either were involved in program supervision or were provided assistance by Work-Study participants or both generally agreed that:

- the Work-Study program was highly beneficial to both pupils and their schools
- the program was "somewhat" to "very" instrumental in keeping pupils in school
- the program was helpful in promoting better school attendance
- pupils were "very" to "extremely" interested in obtaining work in the program
- pupils generally proved dependable and willing to perform the tasks required of them
- Work-Study was helpful in promoting pupil responsibility, developing desirable work attitudes, and improving pupil attitudes toward school
- Work-Study assignments were meaningful to pupils
- parental response to the program was "very" to "extremely" favorable
- the method of selecting pupil participants for the program was "very" satisfactory

- the time required to get pupils approved for the program was "somewhat" excessive
- the provisions made in the program for pupil supervision were "somewhat" to "very" adequate
- it was "very" to "extremely" worthwhile to pay pupils twice each month
- the assistance of supervisory ESEA personnel was very adequate.

Student questionnaires indicate that:

- most pupils were employed during or after school hours assisting the school staff. Other common tasks were cleaning, typing, or filing
- Work-Study money was helpful to a significant number of pupils for meeting personal needs, school fees, bus fare, and school lunches
- most pupils liked their work and almost three fourths felt it had contributed more to their lives than money. Their comments suggest that other important outcomes of the program may have been development of desirable work habits and attitudes, increased responsibility, improved understanding of interpersonal relationships, and consideration of future vocations
- eighty-four percent of the pupils felt the person they had worked for showed a personal interest in them. Comments of many pupils suggested that valuable supporting relationships developed
- ninety-nine percent of the Work-Study participants thought the program should be continued.

Membership and attendance data show that Work-Study participants averaged higher attendance than did the entire population of the schools from which they came.

SUPPLEMENTARY SECONDARY PROGRAMS

DESCRIPTION

Reduction of Class Size in Modified Groups - Twenty additional teachers were employed in four target-area secondary schools to reduce the class size for 830 pupils in English, social studies, mathematics, and science. The program sought to enhance pupil chances for success by increasing individual instruction.

Pupil Motivation and Community Involvement - Latin American Student Clubs were organized at five senior high schools under the guidance of a teacher on special assignment from the Title I office. Spanish-named pupils were given opportunity to learn organizational skills and to develop pride in their historical and cultural heritage through organized club meetings, workshops, and club service projects. The activities were further complemented by exposure to adult success models and by a Graduation Ball emphasizing the importance of education.

Another teacher on special assignment from the Title I office developed and taught an experimental course to provide knowledge and appreciation of the continuous role of Americans of African decent in the growth of the United States. Through study of the values of their old world cultural heritage and the social, political, and economic influences of the new world, the course sought to improve self-image and aspirational levels among the participants.

Operation Hercules - At one junior high school, twenty-eight pupils who were having difficulty making a positive adjustment to the regular school program were provided a special program with intensive counseling emphasis. Two teachers, assisted by tutor-aides from Metro State College and Colorado University, employed individual and group counseling, together with extensive use of audio-visual materials, concrete materials, and educational games to meet the special needs of pupils.

STATEMENT OF OBJECTIVE

To motivate and encourage pupils through modifications of the regular programs within schools to meet special identified needs.

ACTIVITIES EMPLOYED

Activities for pupils included

- individualized instruction
- individual and group counseling
- instruction in minority group heritage and contributions
- experience with organized groups, processes, and leadership roles
- special recognition programs
- community service activities.

Activities for school staff included

- faculty meetings within buildings to inform teachers about programs and enlist cooperation
- workshops for sponsors of student clubs.

RESULTS AND INTERPRETATION OF DATA

Evaluation Forms

Evaluation forms were completed by persons administering each special program. Respondents were asked to indicate strengths and weaknesses, conclusions in terms of overall effectiveness, and recommendations for the coming year.

Reduction in Class Size - Principals of schools participating in the Reduction of Class Size program reported that smaller classes made teaching slow learners a more attractive task and improved staff morale. Teachers were encouraged as their educational objectives became more attainable and discipline improved when pupils received increased individual help. A weakness was noted in the program's failure to plan for changes in the teaching process. Thus, some of the program's potential for achieving experimentation with teaching techniques and curriculum adaptation was not fully realized. In conclusion, the principals felt that the program had been beneficial and recommended that it be continued with concentration on curriculum revision and innovative teaching.

Pupil Motivation and Community Involvement teachers recommend continuation of their programs with modifications to incorporate ideas gained through this year's experience.

The Latin American Student Clubs were reported to have developed observable leadership qualities among pupils who might not otherwise have had such opportunity. Behavioral change was also observed in the social growth of pupils and in their increased self-esteem. Important within the school community was the adult interest aroused in the activity. The teacher sponsor recommended continuation of the student clubs with a wider range of activities to provide additional opportunities for leadership development and with greater exposure to educational and work opportunities.

The teacher of the class in Afro-American contiributions to American life reported that most pupils who had started the course completed it. A pre- and post-test completion instrument indicated that four of twenty-eight items revealed significant change in attitudes about self. Three items, concerned with ability, self-assessment, and concepts of success showed positive change, and a fourth item dealing with frustration showed negative change (less frustration). A pre- and post-sensitivity scale indicated that of twenty items, sensitivity to the subject matter was increased or maintained in 95 percent of the choices. The teacher of the course felt that it had given social studies added meaning for the Afro-American child, had permitted study and development of new materials, and had provided for meaningful school exchanges between some pupils. Inability to enroll all applicants, late arrival of materials, and lack of definite guidelines were seen as weaknesses of the program. The teacher's recommendation was that the course be made available to more pupils, that greater use of laboratory study procedures be made, that continuity with and integration of content into the regular school curriculum be sought, and that the store of resourse center materials be further developed.

Operation Hercules was evaluated briefly by the principal of the participating junior high school. He reported his opinion that the program had achieved notable success with nine of the pupils involved who otherwise might not have made it through the school year. The pressure of the pupils with critical discipline problems was removed from the regular classroom. The troubled child was given an improved situation in which he could remain in school and achieve a measure of success. Recommendation was that the program be revised by the addition of two teacher-aides to assist the two teachers of the program to allow formation of two classroom units limited to fifteen pupils each.

METROPOLITAN YOUTH EDUCATION CENTER

DESCRIPTION

The Metropolitan Youth Education Center was conceived to meet the individual needs of the school dropout and unemployed or underemployed youth, ages sixteen through twenty-one. The Center has been in operation since February 1967. The program was developed to include academic preparation; technical and vocational training; and personal, social, academic, and vocational counseling. Individualized instruction, flexible rates of progress, and accommodations for independent goals were the keynote to the working relationship with each pupil. For the academic year being reported, twenty-three academic and vocational teachers (sixteen full time and seven part time) have worked with 1,738 pupils at the Center.

The Center also operated during the summer months with 614 continuing pupils from the academic school year and 255 new enrollees. Except for Table 17 (graduating pupils), the summer school program is not included in the following evaluation report.

STATEMENT OF OBJECTIVE

To provide opportunities for the educational and occupationally connected needs of youth, ages sixteen through twenty-one, who have not been able to respond to the regular school program.

ACTIVITIES EMPLOYED

Activities for pupils included

- an appropriate educational program for the individual pupil, whether his goal was military service, high school graduation, job opportunity, or higher education
- basic academic coursework with emphasis on English, mathematics, and social studies
- instruction in those social and cultural standards that must be met for success in employment
- courses in technical and vocational education
- a referral program to existing agencies and programs
- a counseling program to determine the pupil's potential and to devise a program to fit his needs
- a modified high school program for dropouts whose prime academic need was a high school diploma
- a flexible schedule to meet the needs of working youth or those unable to meet on a day-to-day basis.

Activities for Center staff included

- working with the business community, State Office of Vocational Education, and the State Employment Office

- cooperating with the Neighborhood Youth Corps, Children's Education Fund, and other community agencies
- recruiting for Government training and work program.

EVALUATION PROCEDURE

Evaluation procedures included the use of

- Center staff questionnaire
- pupil questionnaire
- statistical data from Center records
- anecdotal records.

RESULTS AND INTERPRETATION OF DATA

Center-Teacher Questionnaire

Questionnaires were sent to members of the Center staff who participated in the program this year. Seventeen of the twenty-three teachers completed and returned the questionnaires.

The first part of the questionnaire asked the teachers to indicate the number of years experience they had had in either academic or vocational teaching. Table 1 shows that over half the academic teachers and all but two of the vocational teachers had more than three years experience.

Table 1

TEACHING EXPERIENCE OF CENTER STAFF

Type	1-3 Years f	4-6 Years f	7-10 Years f	Over 10 Years f
Academic Teacher	5	3	2	2
Vocational Teacher	2	1	2	2
Total All Teachers	7	4	4	4

In the next part of the questionnaire, teachers were asked to rate various aspects of the Center program. More than two thirds of the teachers rated all but four of the items in the questionnaire in the "extremely effective" or "very effective" categories. Overall, these responses indicate that teacher morale at the Center was high, that teachers felt pupils had benefited from the program, and that the basic organization and implementation of the program had been good. Conversely, the percentages suggest an important measure of concern with physical plant, supplies and equipment, counseling, and promoting self-discipline and self-direction of pupils. A summary of this part of the questionnaire is presented in Table 2.

Table 2

TEACHER OPINION OF THE METRO YOUTH CENTER PROGRAM

Item	Percent of Response			
	Extremely	Very	Somewhat	Not
How effective would you rate the Center program in terms of:				
Basic organization and implementation	31%	63%	6%	0
Physical plant and activities	0	47	53	0
Supplies and equipment	18	47	35	0
Positive student reaction to the Center	18	64	18	0
Success with high school dropout	29	65	6	0
Quality of instruction	47	47	6	0
Quality of counseling	24	35	35	6%
Academic course offerings	25	56	19	0
Vocational course offerings	27	53	20	0
Changing the attitude of pupils towards school and learning	18	53	29	0
Improving the academic skills of pupils	18	70	12	0
Increasing the self-confidence of pupils	24	58	18	0
Promoting pupil interest in completing their education	18	71	11	0
Improving pupil self-concept and feeling of personal worth	18	58	24	0
Raising the aspirations of pupils	12	70	18	0
Meeting the individual needs of pupils	29	53	18	0
Providing pupils a chance for success	29	71	0	0
Promoting pupils' self-discipline and self-direction	6	47	47	0

N = 17

The next question asked Center teachers to write comments concerning the basic strengths of the program. Teachers felt the program had

- provided more individual attention and instruction than is usual
- allowed pupils to progress at their own rate
- placed more responsibility on the individual pupil
- provided a variety of teaching materials to meet individual pupil needs
- allowed teachers to work in an atmosphere of freedom to use their techniques and initiative with individual pupils.

Teachers were also asked to comment on the basic weaknesses of the program. Those mentioned most frequently included

- the fact that some pupils were required to come to the Center to meet requirements under other programs (These pupils had poor attendance and responded least to the program offered at the Center.)
- the fact that small classrooms became overcrowded at times
- the fact that teachers sometimes lacked enough background information on pupils
- the lack of library, lunchroom, auditorium, and fine arts facilities at the Center
- the acceptance of pupils at the Center who should have been enrolled in special education classes (Teachers felt they had not been trained to cope with this type of pupil.)
- the lack of parental communication.

When asked to identify the areas that showed evidence of greatest improvement on the part of pupils, the responses of teachers indicated that

- pupils had gained more confidence in themselves and their abilities
- pupils had developed pride in their workmanship and gained satisfaction from a job well done
- pupils had improved in academic and vocational skills
- study habits had improved because of individualized instruction
- pupils had gained self-respect and a feeling of personal worth.

The questionnaire asked teachers to list the methods, activities, or techniques that were most successful in the program. Those listed most frequently included

- the individual attention that could be given to each pupil
- the fact that pupils could work and study at their own rates
- the use of a variety of materials and approaches to meet the individual needs of each pupil
- the use of techniques whereby the pupil could experience success
- the use of programmed texts and other modern materials
- the use of counseling to schedule the pupil into a program that best fit his needs
- the pupil's assuming responsibility for the learning process
- the fact that pupils could connect study and work activities.

Conversely, the questionnaire asked teachers to list the activities, methods, or techniques that were least successful in the program. Those that were considered least successful included

- group classroom work
- lecture method or traditional textbook teaching
- rigid discipline and regimentation

- incomplete motivation of individual pupils
- not selecting a program to fit the needs of the pupil
- large classes.

Finally, Center teachers were asked to give their recommendations for improving the Center program. These included

- a modified program for special education and seriously retarded pupils
- closer communication between parents and teachers
- provision for a full-time psychologist
- the enlargement of program offerings at the Center
- provision for hygiene course offerings
- the need of a social room and eating facilities
- provision for more reading teachers
- provision for library facilities for pupils at the Center
- some testing or other means to provide teachers with more background information on pupils.

Pupil Questionnaire

A sample of pupils were asked to complete a questionnaire relating to their participation in the Center program. Questionnaires were completed and returned by 154 pupils.

The first question asked pupils how long they had been enrolled in the Center program. As indicated in Table 3, most of the respondents had been enrolled for less than seven months. The percentages illustrate the turnover of pupils at the Center, with its manifold implications.

Table 3

LENGTH OF TIME PUPILS HAD BEEN ENROLLED AT THE CENTER

Item	1-3 Months	4-6 Months	Over 7 Months
How long have you been enrolled at the Center?	40%	20%	40%

N = 154

The second question asked pupils about their enrollment the year before. Table 4 indicates that nearly two thirds of the pupils were new to the Center this year.

Table 4

NUMBER OF PUPILS ENROLLED AT THE CENTER LAST YEAR

Item	Yes	No
Were you enrolled at the Center during the last school year?	35%	65%

N = 154

The third question asked pupils if they were enrolled to meet requirements of the Neighborhood Youth Corps. As indicated in Table 5, one third of the pupils were attending the Center to meet such requirements.

Table 5

NUMBER OF PUPILS ENROLLED TO MEET NEIGHBORHOOD
YOUTH CORPS REQUIREMENTS

Item	Yes	No
Were you enrolled at the Center to meet the NYC School requirements?	38%	62%

N = 154

The fourth question asked pupils what type of courses they had taken at the Center. One third of the pupils were enrolled in academic courses, one tenth were taking vocational courses, and half were taking both types. Results appear in Table 6.

Table 6

TYPES OF COURSES TAKEN AT THE CENTER

Item	Response
Academic	36%
Vocational	11%
Both Types	53%

N = 154

The fifth question asked pupils to rate the counseling they received when they enrolled at the Center. As reported in Table 7, only five percent of the pupils felt the counseling was not helpful, one third thought it somewhat helpful, and over one half considered the counseling very helpful.

Table 7

PUPIL OPINION OF INITIAL ENROLLMENT COUNSELING

Item	Very Helpful	Somewhat Helpful	Not at All Helpful
How would you rate the counseling you received when you first enrolled at the Center?	60%	35%	5%

N = 154

The sixth question asked pupils the extent to which a counselor or teacher was available for advice or help. A majority of the pupils indicated that a resource person was always available. Five percent of the pupils felt that help was never available. See Table 8.

Table 8

EXTENT COUNSELOR OR TEACHER WAS AVAILABLE FOR HELP

Item	Never Available	Sometimes Available	Always Available
To what extent has a counselor or teacher been available to you for advice or help since you have been at the Center?	5%	29%	66%

N = 154

Table 9 shows the responses of pupils to four questions about the program. A majority of the pupils felt the counseling program, quality of teaching, and facilities and equipment were very good. Nearly three fourths of the pupils marked the category " don't know" to the question about the Center's efforts to find them a job. This response may result from the fact that they either have not inquired about employment or do not wish to be employed while attending school.

Table 9

PUPIL OPINION CONCERNING VARIOUS ASPECTS OF THE CENTER PROGRAM

Item	Don't Know	Poor	Fair	Very Good
How would you rate the counseling program at the Center?	1%	4%	39%	56%
How would you rate the quality of teaching in most of your Center classes?	0%	1%	27%	72%
How would you rate the facilities and equipment at the Center?	0%	6%	45%	49%
How would you rate the Center's efforts to find you a job if you needed one?	74%	3%	10%	13%

N = 154

The next question asked the pupil whether the Center program had more to offer to him as an individual than that of the regular high school. The responses in Table 10 show that nearly half of the pupils felt the Center offered "a great deal more," and over one third thought "somewhat more." This positive response indicates that pupils feel a need for this sort of program and believe it offers opportunities not available at the regular high school.

Table 10

PUPIL OPINION OF PROGRAM OFFERINGS AT THE CENTER

Item	Nothing More	Somewhat More	A Great Deal More
To what extend does the Center Program have more to offer you than the regular high school?	11%	43%	46%

N = 154

Question twelve asked the pupil whether the size of classes at the Center had made it easier for him to learn and progress. Almost all the respondents felt class size had made learning easier. Table 11 shows their responses.

Table 11

PUPIL OPINION OF CLASS SIZE AT THE CENTER

Item	Not At All	Somewhat Easier	A Great Deal Easier
To what extent has the size of classes at the Center made it easier for you to learn and move ahead?	9%	32%	59%

N = 154

The thirteenth question asked pupils what the Center program should offer next year. Nearly one third felt the program should be about the same. A majority believed the Center should have more to offer. See Table 12.

Table 12

PUPIL OPINION CONCERNING CENTER PROGRAM OFFERINGS

Item	Be Discontinued	Be About the Same	Have More to Offer
Next year, the Center Program should:	0%	30%	70%

N = 154

The next four questions asked pupils as participants to indicate the effect of the program on themselves. More pupils felt the program had given them an opportunity to succeed, had improved their chances for getting a job, had changed their attitude toward education, and had given them more self-confidence. Pupil responses are presented in Table 13.

Table 13

PUPIL OPINION CONCERNING PROGRAM EFFECT ON THEMSELVES

Item	Not At All	To Some Extent	To a Great Extent
To what extent has the Center Program given you a better chance to succeed in schoolwork?	6%	36%	58%
To what extent has your experience at the Center increased the confidence you have in yourself or your abilities?	9%	45%	46%
To what extent has your experience at the Center improved your chances for getting a job or a better job?	17%	41%	42%
To what extent has your experience at the Center changed your attitude toward education and improving yourself in the future?	6%	38%	56%

N = 154

The next question asked the pupil to write what he liked best about the program. Pupil responses show that they liked the variety of courses, the individual attention, the fact they could work at their own rate, and the flexibility of the instructional program at the Center. The comments made most frequently are summarized in Table 14.

Table 14

PROGRAM ASPECTS THAT PUPILS LIKED BEST

Item	f
What are the things you liked best about the Center program?	
Rules are more flexible and teachers more understanding	79
You can work at your own rate of speed	70
More individual attention in classes	45
The variety of courses you can take	33
Classes are scheduled for the convience of pupils	24
Pupils are more responsible for their own education	24
You have a chance to finish school	19

N = 154

Pupils in the program were also asked what they liked **least** about the Center. There were no significant patterns observed in pupils' replies as a group; however, some of the individual comments included

- the lack at the Center of a social room or eating facilities for pupils
- the need for more classes not vocationally oriented
- that pupils were not permitted to take some teaching materials home
- that some classes have become overcrowded
- that extra-curricular activities were not included at the Center.

Pupil recommendations for improvement of the Center included

- more course offerings and equipment in vocational education
- provision for eating facilities
- more books and teaching materials that could be taken home
- an increase in course offerings--art, business, and college preparatory classes
- some improvement in the physical plant.

The last question asked pupils whether they planned to continue their work at the Center. As indicated in Table 15, more than one half of the pupils are planning to continue their studies.

Table 15

PUPIL PLANS FOR CONTINUING THEIR WORK AT THE CENTER

Item	Undecided	Yes	No
Are you planning to continue your work at the Center?	4%	59%	37%

N = 154

Center-Pupil Profile

In order to provide a thorough analysis of pupils attending the Center, records were obtained for all those who had been enrolled in the program from September, 1967, to June, 1968. These records illustrate the composition of the student body and provide a profile of pupils serviced through the program. The items presented in the profile included

- classification of pupils enrolled at the Center
- last grade completed before enrollment
- last school attended before enrollment
- marital status of pupils
- employment status of pupils
- pupils graduating at the Center in June and August 1968
- courses being taken by pupils
- pupils scheduled in day or night courses.

At the time this profile was completed, Center records showed that seventy-one percent of the pupils were self-motivated and had enrolled voluntarily. A total of twenty-nine percent had enrolled as a prerequisite to their association with other social and welfare agencies. These pupils had come to the Center from the Neighborhood Youth Corps, Children's Educational Fund, Juvenile Hall, or the Department of Welfare. Through its cooperation with these agencies, the Center has contributed substantially to the success of their programs. Data for this part of the profile are reported in Table 16.

Table 16

PUPIL CLASSIFICATION AT THE CENTER

Source	f	Percent of Total
Voluntary Enrollment	1,234	71%
Prerequisite Enrollment	504	29%

Table 17 shows the last grade completed at the time pupils were enrolled at the Center. One fourth had not gone beyond the ninth grade; one third had completed Grade 10. Thirty-one percent had finished eleventh grade, and only nine percent had gotten to the twelfth grade. These data testify to the fact that the Center program is helping meet the problem of school dropouts.

Table 17

LAST GRADE COMPLETED BY PUPILS ENROLLED AT THE CENTER

Last Grade Completed	Total f	Total %
6 - 8	92	5%
9	363	21%
10	588	34%
11	536	31%
12	159	9%

N = 1,738

The last school attended before enrolling at the Center is presented in Table 18. A large majority of the pupils last attended school in Denver, but one fifth had been enrolled in schools outside the city. This shows that the program is not only satisfying the needs of the local community but is also providing for pupils who have recently come to Denver or who live outside the city.

Table 18

SCHOOL LAST ATTENDED BEFORE ENROLLING AT THE CENTER

School	Total f	Total %
Denver	1,384	80%
Other	354	20%

N = 1,738

The data in Table 19 show that most of the pupils enrolled at the Center were single. Only eighteen percent were married or had been divorced or widowed.

Table 19

MARITAL STATUS OF PUPILS ENROLLED AT THE CENTER

Status	Total f	Total %
Single	1,430	82%
Married	278	16%
Divorced - Widowed	30	2%

N = 1,738

Table 20 shows that nearly half of the pupils enrolled at the Center were or had been employed. That so many pupils have had to fit their academic education into life already complicated by the fact of employment has led to the Center's flexibility in scheduling.

Table 20

EMPLOYMENT STATUS OF PUPILS AT THE CENTER

Status	Total f	Total %
Employed	751	43%
Unemployed	987	57%

N = 1,738

The data in Table 17 show that 695 pupils had completed the eleventh grade before entering the Center. Of this number, 152 or twenty-two percent were able to graduate with a diploma or its equivalent. Data on graduating pupils are presented in Table 21.

Table 21

PUPILS GRADUATING AT THE CENTER IN JUNE AND AUGUST 1968

Status	June 1968 f	August 1968 f	Total f	Total %
Graduated (Diploma High School)	87	28	115	76%
Graduated (G.E.D.)	28	9	37	24%

N = 152

Table 22 shows the percentage of pupils enrolled in various courses at the Center. Over half of the pupils were enrolled in English and mathematics classes, seventeen percent in social science, ten percent in business education, and five percent in science. Vocational training and office occupations were being taken by fifteen percent of the pupils. These data indicate that most pupils desired the academic offerings at the Center. These pupils might have come to realize the importance of the high school diploma and, therefore, have had this goal uppermost in their minds.

Table 22

COURSES TAKEN BY PUPILS AT THE CENTER

Course	Total f	Total %
Business Education	515	10%
English	1404	29%
Mathematics	1174	24%
Social Science	814	17%
Science	263	5%
Vocational	444	9%
Office Occupations	277	6%
Total	4891	100%

N = 1738

The data in Table 23 report the percentage of pupils enrolled in day and night classes at the Center. A large majority of the pupils attended classes during the day. Nearly one fifth were enrolled in evening courses.

Table 23

PERCENT OF PUPILS ENROLLED IN DAY OR NIGHT CLASSES

Class	Total f	Total %
Day	1190	68%
Night	376	22%
Both Day and Night	172	10%

N = 1738

Job Placement

The job placement function of the Center has resulted in actual employment of many pupils. In addition, follow-up studies have been done on pupils who completed either the high school diploma equivalency or formal diploma requirements. With the limited exception of those pupils who have been handicapped by illness or family responsibilities, most of these pupils are either in school (several enrolled in college) or are employed in jobs of responsibility. A reasonable assumption is that the increased age of a number of these pupils has favorably influenced the results of this survey; however, few of these pupils could have reached their level of current employment without the educational advantage provided by the Metropolitan Youth Education Center. Some of these pupils are in supervisory positions. Employment is represented with Western Electric, Samsonite, Dow Chemical, Sundstrand, Sears, Hirschfeld Press, and many others. The majority of the pupils followed in the study are now in entry levels of service trades and technical employment with the definite possibility of their receiving further factory training and normal job progression as they continue their employment.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation results indicate that

- teachers endorsed the program and felt it had been effective
- teachers felt the program had been well organized and implemented, had met the individual needs of pupils, and had provided pupils a chance to succeed
- teachers thought provisions should be made for a library and other facilities for the seriously handicapped pupil, for obtaining more background information on pupils, and for more parent-teacher contact
- pupils felt the counseling they received had been helpful, the quality of instruction was good, the small class size had facilitated their learning, and the program had offered opportunities not available elsewhere

- pupils felt they had adopted a better attitude toward education, their chances for employment had been improved, and they had developed more self-confidence
- most pupils wanted the program continued and a majority to see the services expanded
- pupils recommended improving some of the Center's facilities, and having more materials available to take home for study
- the Center is helping to meet the educational needs of the school dropout and employed youth who could not or would not continue their education elsewhere
- a number of pupils received a diploma or its equivalent and many completed course work toward graduation
- pupils generally were more interested in academic course offerings which would lead to a diploma or its equivalent than in vocational courses
- job placement has provided worthwhile employment for a number of pupils.

SUMMER READING PROGRAM

DESCRIPTIONS

Reading Improvement Program - The Reading Improvement program was offered citywide in seventeen centers, of which nine were totally or partially in the target area. Total enrollment in the seventeen Centers was 2,657 pupils. Of these, 775 were target-area pupils from Denver Public Schools and 199 were target-area pupils from private and parochial schools. Three of the Centers were completely funded by the Elementary and Secondary Education Act. Six others were primarily funded locally but received ESEA-funded transportation for the target-area pupils who were not within walking distance of the Center to which they were assigned. Five of the six also were furnished a social worker, a teacher aide, and materials.

Pupils were referred to the Reading Improvement program by teachers and principals when their reading scores and day-to-day performance indicated a need for special reading instruction. Classes were limited to fifteen pupils who had completed Grades One, Two, Three, Four, Five, or Six. The classes met daily from 8:00 to 11:30 a.m. from July 15 through August 16. Each child took the Denver Public Schools Individual Reading Inventory before the Center opened to determine his instructional needs.

Summer Book Club - A Summer Book Club program was conducted for 234 public and seventy-nine private and parochial target-area children who had completed Grades Three, Four, Five, or Six in June. Classes were limited to twenty-five pupils per class. Pupils attended two days a week for one and one-half hours each day from July 15 through August 16, 1968.

The program was designed for pupils who had learned the skills but had not discovered the rewards and satisfactions to be found in reading. Pupils met in the school library with the Center librarian. On occasion the librarian from a nearby Denver Public Library branch visited them.

STATEMENT OF OBJECTIVES

To help pupils raise their levels of reading achievement and develop enthusiasm for reading; to offer teachers the opportunity to improve the quality and effectiveness of their teaching techniques.

ACTIVITIES EMPLOYED

Activities for pupils included

- phonic and structural analysis
- vocabulary development
- improving comprehension skills
- reading in a variety of areas--literature, science, geography, current events, and history
- reading high interest-low vocabulary materials at the level appropriate to each individual's functional reading ability
- reading, questioning, and discussing with a minumum of "filling in blanks" or writing about each thing read.

Activities for School Staff included

- attending pre-session planning and orientation sessions
- holding individual parent-teacher conferences
- diagnosing the specific learning problems of pupils
- determining the instructional level of reading for each child
- grouping, within a grade level, those pupils with similar instructional levels and reading problems
- planning a five-week corrective reading program in terms of specific pupil needs
- maintaining a classroom rich in materials selected for their value in arousing curiosity, raising questions, and developing new interests
- taking advantage of the small number of pupils to deal effectively with the needs of individuals
- conducting a culminating program for parents.

EVALUATION PROCEDURE

Evaluation procedures included

- administering portions of the Stanford Achievement Test (supplemental report) pertaining to reading achievement
- securing project-teacher opinion
- securing parent response
- using Center records.

RESULTS AND INTERPRETATION OF DATA

Project Teacher Questionnaire

During the last week of the summer session, teachers responded to a questionnaire on which they rated the effectiveness of various Reading Improvement program components. A five-point scale was used in the ratings, ranging from 1 (low) to 5 (high).

Table 1 provides a limit profile of the teachers employed in the Reading Improvement program. All had experience as reading teachers and 86 percent were off the three-year probationary period required of new teachers. As a group they had slightly more experience at Grades Three through Six than at Grades Kindergarten through Two.

Table 1

QUALIFICATIONS OF READING IMPROVEMENT TEACHERS

Years of teaching experience:
1-3 14% 4-6 23% 7-10 28% over 10 35%

Teaching experience at grade levels:
K-2 43% 3-6 51% 7-9 5% 10-12 1% College -

Number of years experience teaching reading:
1-3 21% 4-6 25% 7-10 20% over 10 34%

N = 95

Table 2 shows the grade level distribution of teachers in the Reading Improvement program. From the table it may be inferred that pupils who had completed Grades One through Four were fairly evenly represented and that fewer pupils attended who had completed Grades Five and Six.

Table 2

PERCENT OF TEACHERS EMPLOYED AT EACH GRADE LEVEL

Grade Level (Based on previous school year)	Percent of Teachers
Grade One	19%
Grade Two	21
Grade Three	18
Grade Four	23
Grade Five	8
Grade Six	11

N = 96

Table 3 shows teacher estimates of pupil progress in several reading skills. The estimates indicate pupils made the most progress in phonetic and vocabulary skills. Less progress seems to have been made in both reference and organizational skills, possibly because these were given less emphasis in the program.

Although not a skill, reading interest is also included in Table 3 because of its fundamental importance to pupil progress. Most teachers expressed opinion that the program was highly successful in developing greater interest on the part of pupils.

Table 3

TEACHERS ESTIMATES OF PUPIL PROGRESS

	Percent of Teachers Responding				
	None - 1	2	3	4	5 - Very Much
Indicate your general estimate of your pupils' progress in the areas listed:					
phonetic skills	0	12%	31%	43%	14%
vocabulary skills	1%	17	35	43	4
comprehension skills	1	19	57	20	3
organizational skills	10	33	40	15	2
reference skills	22	29	39	9	1
reading interest	1	13	21	42	23

N = 96

Table 4 presents estimates of the degree to which the Reading Improvement program met its basic objectives. Most teachers felt the program had effectively provided for individual needs, improved pupils' self-images, and developed more positive attitudes toward reading. Although 15 percent of the teachers leaned toward "ineffective" in their estimate of the program's success in overcoming reading deficiencies, most thought the program had been moderately to very successful.

Table 4

TEACHER ESTIMATES OF PROGRAM EFFECTIVENESS

	Percent of Teachers Responding				
	Ineffective - 1	2	3	4	5 - Effective
How do you rate the relative strength of the program in the following areas:					
Overcoming reading deficiencies:	1%	14%	38%	35%	12%
Improving pupil attitudes toward reading:	0	4	21	42	33
Improving pupil self-image:	0	1	18	48	33
Providing for individual needs:	0	3	17	42	38

N = 95

A major calendar change characterized the 1968 Summer Reading program. In past years the program followed within one week the closing of the regular school year. By contrast, in 1968 the program was moved to a period later in the summer so that it immediately preceded the opening of the new school year. Planners hoped that, by so doing, pupils not only would have a vacation before entering but could carry their gains directly into the new school year. Table 5 reports most teachers supported the shift in time.

Table 5

TEACHER OPINION REGARDING CALENDAR CHANGE

	Percent of Teacher Response				
	Negligible - 1	2	3	4	5 - Significant
In consideration of pupil attitudes and carry over of gains into the regular school year, do you feel the calendar change from early to late summer has been of significance?	7%	6%	21%	34%	32%

N = 85

All teachers thought the Summer Reading program should be continued (Table 6). In fact, a 63 percent majority believed the program should be continued basically unchanged. On the other hand, approximately one third felt it should be modified somewhat.

Table 6

TEACHER OPINION ON CONTINUING THE PROGRAM

Item	Percent of Teacher Response
All things considered, the Summer Reading Centers should be:	
continued basically unchanged?	63%
modified somewhat?	34
considerably changed?	3
discontinued?	0

N = 96

Table 7 shows that although there were notable exceptions, teaching materials, equipment, and expendable supplies had been available to them.

Table 7

TEACHER OPINIONS ABOUT MATERIALS, EQUIPMENT, AND SUPPLIES

	Percent of Teachers Responding				
	Inadequate - 1	2	3	4	5 - Adequate
How do you rate:					
Availability of teaching materials (textbooks, etc.) equipment (projectors, tape recorders, etc.)?	1%	11%	15%	30%	43%
Availability of expendable supplies?	4	5	20	24	47

N = 96

Teachers reported to their schools one week before pupils began regular attendance. They used the pre-service sessions to diagnose pupil needs, plan for instruction, and attend inservice meetings. Table 8 reports teacher opinion concerning the inservice. Although opinion varied, most teachers felt the meetings had been valuable both for their contribution to teacher effectiveness in the program and for their contribution to teacher professional growth.

Table 8

TEACHER OPINION ABOUT INSERVICE MEETINGS

	Percent of Teachers Responding				
	Negligibly - 1	2	3	4	5 - Significantly
To what extent did the pre-session inservice contribute to teacher effectiveness during the summer?	0	8%	20%	31%	41%
To what extent did the pre-session inservice contribute to teacher professional growth?	7%	9	34	33	17

N = 93

The need for good diagnostic instrument is of paramount importance to the Summer Reading Improvement program, not only because diagnosis is a logical way to begin, but also because the program amounts to a highly concentrated effort of short duration in which instruction must be quickly focused on individual needs. The Denver Public Schools Reading Inventory was administered to each pupil before the summer program opened. Table 9 summarizes the teachers' evaluation of the use of Reading Inventory.

Table 9

TEACHER EVALUATION OF READING INVENTORY

	Percent of Teachers Who Said				
	None	Almost None	Some	Much	Very Much
To what extent was the Reading Inventory valuable to you?					
In determining reading levels	4%	7%	39%	36%	14%
In grouping	6	9	40	33	12
In selecting materials	7	15	36	35	7
In diagnosing reading problems	6	12	31	38	13

N = 96

An attempt was made to contact the parents of every Reading program child during the summer. Teachers used the contacts to discuss pupil needs and ways parents could help. Table 10 includes a breakdown of the home contacts to show both number and kind, and a teacher estimate of the extent to which the program was of value in developing parent cooperation and interest. A majority of the teachers reported they had contacted the homes of two thirds or more of their pupils. Group conferences and telephone conferences were the most common procedures used. Most teachers felt the contacts had been of value.

Table 10

SUMMARY OF PARENT CONTACTS

	Percent
Percent of teachers who contacted:	
1-5 homes of pupils	5%
6-10 homes of pupils	32
11-15 homes of pupils (maximum = 15 pupils per class)	63
Percent of contacts which were:	
individual conferences	17
group conferences	27
telephone conferences	30
written communications	14
home visits	3
classroom visits (by parents)	9

How effective was the program in creating parent cooperation and interest? Percent of teachers who said:

	1	2	3	4	5	
Ineffective	1%	7%	43%	35%	14%	Effective

N = 94

Parent Questionnaire

A short questionnaire was sent to the parents of every child who participated in the Summer Reading program. Altogether 914 questionnaires were returned from within the target area. They reveal, among other things, a high level of parental support for the program. Most parents thought their children had enjoyed attending and that the program had been worthwhile. Two thirds of the respondents had been in direct contact with the school and felt the contacts had been helpful.

The final two questions elicited the need for transportation, a service provided to target-area pupils who lived beyond walking distance from the school. Approximately half the respondents indicated their child had been transported to the school. Of these, 42 percent stated that it would have been impossible for the child to attend without the transportation.

A summary of the parent questionnaire is found in Table 11.

Table 11

SUMMARY OF RESPONSE TO PARENT QUESTIONNAIRE

Item	Percent of Response
What has been your child's reaction to the summer program?	
. enthusiastic	46%
. didn't want to go at first but enjoys going now	38
. mildly interested	12
. my child did not like the program	2
. little or no reaction	2
Did you feel the program was worthwhile for your child?	
. extremely	40
. very	49
. somewhat	11
. not at all	0
What kind /s/ of contact did you have with your child's teacher during the summer? *	
. individual conference	15
. group conference	32
. no contact	33
. letter or note	6
. teacher visit to home	1
. parent visit to classroom	22
. telephone	17
Were the contacts helpful to you?	
. yes	94
. no	6
Was your child furnished school transportation to and from the center?	
. yes	48
. no	52
Would your child have been able to attend the summer center without the transportation?	
. yes	42
. no	58

* Exceeds 100% because of multiple contacts. N = 914

Stanford Achievement Test

Reading sections of the Stanford Achievement Test, Form X, were administered during the final week of the summer program. Results were compared with the Form W scores obtained from the regular spring testing program of the Denver Public Schools. The spring tests were administered during May except for Grade Six tests, which were given in February.

A t test was computed on each of the following subtests:

Grade 1 - Word Reading, Paragraph Meaning, Vocabulary, and Word Study Skills
Grades 2 and 3 - Word Meaning, Paragraph Meaning, and Word Study Skills
Grades 4,5, and 6 - Word Meaning and Paragraph Meaning

Results of the t tests which were statistically significant are shown in Table 12. Only target-area pupils attending Title I, ESEA centers are included in the analysis. Significant gains were found in Word Reading at Grade One and Word Meaning at Grades Three and Six. Significant gains did not occur on Word Meaning at Grades Four and Five or in Paragraph Meaning at any grade level. Nor did they occur on the Vocabulary subtest at Grade One and the Word Study Skills subtest at Grades Two and Three (Table 12).

Table 12

STATISTICALLY SIGNIFICANT GAINS ON STANFORD ACHIEVEMENT TEST
BETWEEN SPRING PRE- AND SUMMER POST-TEST

Test	N	Grade	Pre-mean Spring '68	Post-mean Summer '68	Mean Difference	t	P
Word Reading*	52	1	1.51	1.68	.17	3.55	<.01
Word Meaning**	124	3	2.41	2.57	.16	2.39	<.05
	36	6	4.32	4.70	.38	3.00	<.01

* Test was given to Grade One only.
** Test was given to Grades Two through Six.

CONCLUSIONS AND RECOMMENDATIONS

Results of opinion questionnaires indicate that

- all Summer Reading program teachers had some prior experience teaching reading. Eighty-six percent were tenure teachers with three or more years of overall teaching experience
- more pupils were enrolled per grade level at Grades One through Four than at Grades Five and Six
- as a group, teachers felt the Reading Improvement program had helped pupils most with phonetic and vocabulary skills, least with reference and organizational skills
- most teachers felt the Reading Improvement program had been successful in developing reading interest among pupils

- eighty-five percent of the teachers felt the Reading Improvement program had been moderately to extremely effective as a means of overcoming reading deficiencies
- more than 95 percent of the teachers thought the Reading Improvement program had been moderately to extremely effective in improving attitudes toward reading, improving pupils' self-images, and providing for individual needs
- most teachers favored the change of summer school operation from early to late summer
- over 70 percent of the teachers felt that teaching materials and supplies had been generally adequate during the summer. Less than 13 percent tended to feel they had been inadequate
- most teachers expressed opinion that pre-session summer inservice had contributed significantly to teacher effectiveness and professional growth. Less than 17 percent leaned toward "negligible" when rating the contribution to professional growth and less than 9 percent felt inservice had made an insignificant contribution to the teachers' summer effectiveness
- most teachers believed the Reading Inventory had been of "some" to "very much" value in determining reading levels, grouping pupils, selecting materials, and diagnosing reading problems
- most teachers reported contacts with two thirds or more of their pupils during the summer program. Teachers thought the program had effectively stimulated parent participation and interest
- parents indicated their children had responded favorably to the Summer Reading program. Eighty-nine percent of the parents felt the program had "very" to "extremely" worthwhile. Eleven percent thought the program had been "somewhat" worthwhile; none of the parents thought it "not at all" worthwhile
- ninety-four percent of the parents thought the school contacts had been helpful to them
- forty-two percent of the parents whose children were furnished transportation indicated their children could not have attended the summer program without it
- all teachers thought the Summer Reading programs should be continued. Approximately one third believed some modification was desirable.

Results of Stanford Achievement testing indicate that statistically significant gains occurred at Grade One on the Word Reading subtest and at Grades Three and Six on the Word Meaning subtest.

OPERATION BRUSH UP

DESCRIPTION

Operation Brush Up, a science- and social studies-oriented program for children in Grades Three, Four, Five, and Six, was a part of the overall Denver Public Schools Summer School program for elementary pupils for the third successive year. Approximately 600 pupils were enrolled in seven centers in the target area of Denver. Thirty-nine classes were each staffed by a single teacher and met from 8:00-11:30 a.m. daily from July 15 through August 16. Class size was limited to fifteen pupils so that a maximum amount of individualized instruction could be provided. Children were encouraged to self-direct their activity, using the library resources, audio-visual materials, classroom facilities, and materials on their own or in small groups. Excursions both in and out of the city became an integral part of the program as these related to the units of study.

STATEMENT OF OBJECTIVES

To provide a wide range of activities, with science and social studies emphasis, designed to motivate each child to increase his interest in school, to learn to like and relate to teachers in an informal atmosphere, and to prepare himself for and look forward to the coming school year with some anticipation.

ACTIVITIES EMPLOYED

Activities for pupils included

- participating in educational excursions
- reading and telling stories
- making murals
- making dioramas
- using or making outline maps
- making travel folders
- making bulletin boards
- making clay models
- constructing two- and three-dimensional models
- making tape recordings
- collecting pictures and mementos of trips
- making friezes
- writing a play and taking part in
- writing letters
- making collections
- planning exhibits
- inviting speakers

- planting and growing things
- making terrarium
- taking care of aquariums
- painting pictures
- drawing diagrams
- inviting resource persons to class
- doing science experiments
- seeking information through reading, listening, and observing
- using all types of visual aids
- interpreting pictures, charts, graphs, and tables
- evaluating information
- working with others.

Activities for school staff included

- attending presession planning and orientation sessions
- preparing two social studies and two science units of study
- contacting parents either by phone or preferably by home visitation if possible
- planning excursions which related to course of study
- conducting exhibits of pupils' work for parents.

EVALUATION PROCEDURE

Evaluation procedures included

- securing project-teacher opinion
- securing pupil opinion
- securing parent response
- using center records.

RESULTS AND INTERPRETATION OF DATA

Project Teacher Questionnaire

Thirty-eight of the forty-three teachers who participated in the Brush Up program responded to a questionnaire relating to years of teaching experience and subject areas taught. The results of the questionnaire showed (Table 1) that eighty-four percent of the teachers in the Brush Up program were off the three-year probation period. Ninety-eight percent were experienced science teachers, and ninety-seven percent had experience teaching in the social studies field. A large majority of teachers were not teaching the same grade level during the summer that they taught during the regular school year.

Table 1

TEACHER AND CLASS PROFILE

Years of teaching experience:
0 0%   1-3 16%   4-6 26%   7-10 13%   over 10 45%

Number of years experience teaching science:
0 2%   1-3 22%   4-6 38%   7-10 19%   over 10 19%

Number of years experience teaching social studies:
0 3%   1-3 21%   4-6 37%   7-10 18%   over 10 21%

Teaching same grade level during summer as taught during last school year:
3 37%   4 16%   5 34%   6 11%   other 2%

The second part of the questionnaire asked teachers to rate the program's effectiveness in a number of areas. Results in Table 2 show positive teacher response to the program and its effects for pupils. In only four of the nineteen areas—those related to pupil selection, supplying adequate equipment and supplies, and classroom facilities—to which teachers responded did fewer than seventy-five percent assign an excellent or good rating. Teacher response was especially positive in relation to educational excursions, the time provided to contact parents, opportunity for pupil self-direction, provision for individual instruction, and the program's value in motivating pupils and creating interest in science and social studies.

Table 2

TEACHER RESPONSE RELATING TO PROGRAM EFFECTIVENESS

Item	Percent of Response			
Rate the program in terms of:	Excellent	Good	Fair	Poor
Selection of pupils	8%	62%	22%	8%
Administrative and supervisory help	38	47	15	—
Providing adequate supplies	11	30	43	16
Providing adequate equipment	14	39	33	14
Classroom facilities	25	39	22	14
Providing suitable audio-visual aids	32	46	14	8
Providing time to contact parents	42	47	11	—
Creating parent cooperation and interest	16	59	22	3
Selecting appropriate field trips	59	38	3	-
Contribution of field trips to science and social studies instruction	62	35	3	-
Providing opportunity for pupil self-direction	36	53	11	-

Providing for individualized instruction	39	50	11	-
Its value for influencing change in pupil attitudes toward school	24	74	2	-
Pupil growth in science concepts	20	63	17	-
Pupil growth in social studies concepts	23	69	8	-
Its value in promoting pupil self-confidence and self-direction	36	58	6	-
Its value toward motivating pupils	45	52	3	-
Its value toward creating interest in science	30	70	-	-
Its value toward creating interest in social studies.	30	70	-	-

Table 3 summarizes the responses of parents to questions about the program. Ninety-five percent of the parents questioned seemed to think that their child was either extremely or very enthusiastic about the program. Ninety-seven percent of the Brush Up pupils' parents thought the program was either extremely or very worthwhile. Some kind of teacher contact was made with two thirds of the parents sometime during the program. Ninety-two percent of the parents thought the contact with their child's teacher was helpful.

Transportation was offered to all target-area pupils attending a school other than their neighborhood school. A significant group (41 percent) of the parents whose children were transported indicated their children could not have attended without the transportation.

Table 3

PARENT OPINION OF THE BRUSH UP PROGRAM

Item	Percent of Response
What has been your child's reaction to the summer program?	
. was your child enthusiastic about the program	75%
. my child did not want to go at first but enjoys going now	20
. my child was only mildly interested	3
. my child did not like the program	1
. little or no reaction.	1
Did you feel the program was worthwhile for your child?	
. extremely	60
. very	37
. somewhat	2
. not at all.	1

What kind/s/ of contact did you have with your child's teacher during the summer?

. individual conference	5%
. group conference	11
. telephone	16
. no contact	32
. letter or note	9
. teacher visit to home	15
. parent visit of classroom.	12

Were the contacts you had with your child's teacher helpful to you?

. yes	92
. no	8

Was your child furnished school transportation to and from the center?

. yes	64
. no	36

Would your child have been able to attend the summer center without the transportation?

. yes	59
. no	41

CONCLUSIONS AND RECOMMENDATIONS

Results of the teacher questionnaire indicate that

- personnel in the program were highly experienced—eighty-four percent were tenure teachers and fifty-eight percent had been teaching seven years or more
- response to the program was generally positive—especially in relation to educational excursions, opportunity for pupil self-direction, time to contact parents, provision for individualized instruction, and the program's value in motivating pupils and in creating interest in science and social studies
- pupil selection, supplying adequate equipment, and supplies and classroom facilities were classed as being poor by approximately fifteen percent of teachers questioned
- sixty-two percent of the teachers questioned felt that some modification of the program would be desirable.

Results of the parent questionnaire indicate that

- nearly one half of the pupils in the program would have been unable to attend if busing had not been furnished

- parents felt their children liked and had benefited from the program
- most parents had been contacted in some manner by their child's teacher and felt that the contact had been beneficial.

Results of center records indicate that

- summer attendance was slightly better than that shown during the regular school year
- ninety-two percent of the pupils completed the summer program.

REFRESHER COURSES IN BASIC SUBJECTS

DESCRIPTION

Refresher Courses in Basic Subjects, a secondary program for seventh and eighth grade pupils, was conducted during the summer of 1968. The program operated from June 17 through July 19, serving 634 public and 60 private pupils from six public target-area junior high schools and corresponding area private schools. For every thirty pupils, two teachers were assigned as a team to teach the subject areas of social studies, mathematics, and language arts. The program also provided each school with two teacher aides to assist the staff. Classes were held four hours a day, with pupils attending class four days weekly and going on an excursion one day weekly. The excursions were extensive ones designed to provide motivation and broaden pupil experience.

STATEMENT OF OBJECTIVE

To help educationally disadvantaged pupils to overcome educational weaknesses, to develop in them positive attitudes toward school and learning, to enhance their chances for success in school, to improve their self-image and self-discipline, and to expand their knowledge of their surroundings.

ACTIVITIES EMPLOYED

Activities for pupils included

- five weeks of basic reinforcement instruction in language arts, social studies, or math
- use of a variety of excursions in and outside the city to implement the academic program and provide cultural enrichment
- use of a variety of methods and teaching skills to individualize instruction
- use of audio-visual aids
- pupil planning in program development.

Activities for summer staff included

- a series of pre-service meetings to orient the teachers to the program and its objectives
- two additional inservice meetings while the program was in session
- regular staff meetings in each building
- the use of materials from the Colorado Visitors Bureau and the Chamber of Commerce
- the use of films from Encyclopedia Brittanica and social studies, language arts, mathematics, and citizenship.

EVALUATION PROCEDURES

Procedures for evaluation included

- securing staff opinion
- using membership and attendance data
- using summer center records.

RESULTS AND INTERPRETATION OF DATA

Teacher Opinion Questionnaire

All but one of the forty-eight teachers in the Refresher Course program completed a short questionnaire during the last week of the summer session. Teachers were asked to respond to the questionnaire items using a four-point rating scale which quantified four descriptive adverbs:

Extremely	Very	Somewhat	Not
4	3	2	1

Results are reported in one of two ways in the tables which follow. For some items, the percentage of the total respondent group selecting each adverb is shown. For other items the mean response of the group has been computed. When interpreting the latter, one can interpret a reported mean of 3.2 to indicate overall opinion closer to "very" than to "extremely."

The first three questions (Table 1) asked the teachers to indicate how effective the Refresher Courses had been in achieving certain behavioral changes. These were changes listed on last year's evaluation form as being the most significant ones observed in pupils who had participated in the program. Teachers generally felt that the program had been very effective in improving pupil attitudes toward school and learning and in increasing pupil participation and interest. Although still positive in their overall rating, teachers indicated the program had less successfully influenced pupil behavior in the classroom.

Table 1

TEACHER OPINION OF PUPIL BEHAVIORAL CHANGES

Item	Mean Teacher Response on a Four-Point Scale
The Refresher Courses were __?__ helpful in improving pupil attitudes toward school and learning.	2.8
The Refresher Courses were __?__ effective in increasing pupil participation and interest.	3.1
The Refresher Courses were __?__ effective in improving behavior in the classroom.	2.5
	N = 47

The next three items asked teachers about significant changes in themselves which may have resulted from their participation in the summer program. The questions were written to obtain total faculty response to the most frequent comments made by last year's teachers who answered a subjective question about the benefits of teaching Refresher Courses. Table 2 would seem to indicate that teaching Refresher Courses was in fact valuable as a means of improving teaching skills, a result perhaps partly explained by the teachers' further response that it had been possible to individualize instruction more effectively during the summer than during the school year and that their sensitivity to children with learning problems was increased. Germane to any attempt at understanding such a response would seem to be some knowledge of the nature of the summer program, especially the smaller pupil-teacher ratios and the relative freedom from non-teaching duties.

Table 2

TEACHER OPINION ABOUT CHANGES IN THEMSELVES

Item	Mean Teacher Response on a Four-Point Scale
The Refresher Courses were __?__ valuable to the teacher as a means of improving teaching skills.	3.1
During the summer, it was __?__ possible for me to individualize instruction more effectively than during the regular school year.	3.1
My sensitivity to children with learning problems was __?__ increased during my participation in the summer program.	2.7

N = 47

The next question asked teachers the extent to which the program was effective in meeting the needs of the educationally disadvantaged pupil. As indicated in Table 3, over two thirds of the teachers felt the program ranged from "very" to "extremely" effective, nearly one third said it was "somewhat" effective, and none of the teachers thought it was "not" at all effective.

Table 3

TEACHER OPINION OF PROGRAM EFFECTIVENESS

Item	Percent of Teacher Response
Overall, the summer program was __?__ effective in meeting the needs of educationally disadvantaged pupils.	
Extremely	24%
Very	45
Somewhat	31
Not	0

N = 49

Teachers were asked the extent to which a teacher aide was helpful during the program. The results in Table 4 show that as a group, teachers thought the teacher aides were "very" to "extremely" helpful.

Table 4

TEACHER OPINION OF TEACHER-AIDE ASSISTANCE

Item	Mean Teacher Response on a Four-Point Scale
The teacher aide was __?__ helpful in meeting the needs of educationally disadvantaged pupils.	3.2
	N = 50

When teachers were asked whether the pre-service meetings they had attended had been helpful in preparing for the program, a varied response was received. However, most teachers felt the meetings had been helpful, and six out of ten felt they had been "very" to "extremely" helpful.

Table 5

TEACHER OPINION OF PRE-SERVICE MEETINGS

Item	Percent of Teacher Response
Pre-service meetings were __?__ helpful to me in preparing for the program.	
Extremely	23%
Very	37
Somewhat	37
Not	3
	N = 52

Refresher Course teachers were next asked to rank eight activities that were used in the program in order of their importance, with 1 being the most important and 8 the least important. Results are reported in Table 6. Overall, those activities ranked highest were educational excursions and teacher-developed activities and materials. Those ranked lowest were class discussion, small-group dialogue, audio-visual aids, and lectures.

Table 6

TEACHER RANKING OF ACTIVITIES IMPORTANT TO PROGRAM

Item	Mean Ranking*
Educational Excursions	1.2
Teacher-Developed Activities and Materials	2.5
Instructional Games	3.5
Lectures	4.3
Audio-Visual Aids	4.4
Small-Group Dialogue	4.5
Class Discussions	4.8

*1 = most important, 8 = least important N = 49

The next question sought to determine teachers' feelings about the most important objectives of summer Refresher Courses. Table 7 shows that the most commonly stated central objectives were those of creating a positive attitude toward school and of enhancing pupil motivation. Other frequently posed objectives were those of providing cultural enrichment for disadvantaged pupils and of changing pupil attitudes toward their own environment.

Table 7

TEACHER OPINION OF THE MOST IMPORTANT OBJECTIVES OF THE PROGRAM

Objective	Frequency of Response
To create a positive attitude toward the school	26
To enhance pupil motivation	26
To enrich the disadvantaged pupil culturally	11
To change pupils' attitude toward their own environment	11

When asked to use the four-point rating scale to indicate the degree to which the objectives they felt to be the most important (Table 7) had been accomplished, teachers responded by saying that the program had been "very" to "extremely" effective in accomplishing them.

Table 8 shows the response of teachers to a question about continuing the program next year. All of the respondents felt the program should be continued. Only about one fourth of the teachers suggested modifications.

Table 8

TEACHER OPINION ON CONTINUING THE PROGRAM

Item	Percent of Teacher Response
All things considered, should this program be:	
Continued basically unchanged next summer?	73%
Modified somewhat next summer?	27
Considerably changed next summer?	0
Discontinued?	0

N = 44

The questionnaire sought to determine from those teachers who thought the program should be modified (Table 8) what changes they thought ought to be made. The suggestions received include these:

- seek further means of communicating the valuable experiences gained during previous summer programs, especially as they relate to classroom management, teaching techniques, human relations, and development of positive attitudes among pupils towards themselves and their schools
- increase individual group excursions and provide time for discussions on the scene
- make provision either for separating pupils with serious discipline problems from the group or for including them in smaller instructional groups.

The last question asked teachers to suggest changes in presession inservice which they felt would enable it to help them more effectively prepare for teaching in the Refresher Course program. Suggestions listed are those most frequently mentioned by the forty-three teachers who responded to the question:

- provide additional orientation for teachers new to the program, especially with reference to special goals and procedures. Give consideration to type of pupils who will attend, instructional methods to be used, and materials found to be effective
- provide for presession inservice that differentiates between the needs of teachers new to the summer program and those with previous experience
- provide group discussion with an experienced teacher in charge
- provide time for the teacher aides to attend the afternoon inservice sessions.

Center Records

The data in Table 9 show the number of pupils who completed the program and the number receiving school credit. Of the pupils enrolled, 75 percent received credit toward graduation.

Table 9

PUPILS COMPLETING THE PROGRAM AND RECEIVING CREDIT

School	Number Pre-enrolled	Number Final Enrollment	Loss	Number No Credit	Number Receiving Credit	Percent of Final Enrollment Receiving Credit
A	194	144	26%	44	100	69%
B	158	116	26%	28	88	76
C	118	77	35%	18	59	77
D	132	110	17%	41	69	63
E	168	124	26%	28	96	77
F	148	123	17%	12	111	90
Total	918	694	24%	171	523	75

Most of the pupils who pre-enrolled but did not enter were contacted. The most numerous reasons given for not entering were enrollment in other activities, summer employment, lack of interest, and need for transportation. Basically the same reasons were given by those pupils who entered and then dropped. Some of the parochial pupils indicated they could not adjust to the flexibility of the program and felt it should be more structured.

CONCLUSIONS AND RECOMMENDATIONS

Results of the teacher questionnaire indicate that

- teachers generally felt the program had been "very" helpful in improving pupil attitudes toward school and learning and in increasing pupil participation and interest. They felt it had been "somewhat" to "very" effective in improving behavior in the classroom

- teacher responses indicate that Refresher Courses had value for teachers as a means of improving skills, that it was possible during the summer to individualize instruction more effectively than during the regular school year, and that teachers' sensitivity to children with learning problems was increased during the summer

- all teachers believed the program had been effective in meeting the needs of educationally disadvantaged pupils. Over two thirds expressed opinion that it had been "very" to "extremely" effective

- teacher aides were felt to have been very helpful in meeting the needs of pupils

- ninety-seven percent of the teachers said the preservice meetings had been helpful to them in preparing for the program; sixty percent felt they had been "very" to "extremely" helpful

- teachers felt preservice meetings could be improved by differentiating between teachers with and those without previous summer experience, by providing additional orientation for new teachers, by providing stronger leadership within small groups, and by providing time for teacher aides to attend afternoon sessions

- educational excursions and teacher-developed activities and materials were ranked most important among a list of eight activities widely used in the program

- creating a positive attitude toward school and enhancing pupil motivation were most frequently suggested by the teachers as primary objectives for Refresher Courses; they felt the program had been "very" to "extremely" effective as a means of accomplishing these goals

- seventy-three percent of the teachers thought the program should be continued basically unchanged next summer. The remaining twenty-three percent felt the program should be continued but with some modifications. Suggested modifications were more carry-over of experiences and ideas from one summer session to the next, more individual group excursions with time for discussion on the scene, and special provisions for pupils who prove to be serious discipline problems.

Center records indicate that

- twenty-four percent of pupils pre-enrolled were lost before the program began

- seventy-five percent of pupils who attended completed the program with credit

- most frequent reasons for not entering or for withdrawing were enrollment in other activities, summer employment, lack of interest, and need for transportation.

OTHER SUMMER PROGRAMS

DESCRIPTION AND EVALUATION

Vocations Classes - During June and July, eighty-six pupils attended six weeks of seven special vocations classes at four target-area high schools. Thirty-two girls enrolled in home economics, forty-eight boys in basic metals, and six boys in automobile mechanics. The programs were designed to teach job-entry and homemaking skills, explore interests and aptitudes, develop understanding of how jobs are obtained, and actually help some pupils obtain employment. For a few pupils, the summer work provided needed credits toward graduation.

Responding to a brief evaluation form, teachers indicated general belief that the vocational classes were of value to their pupils. Small classes, concentrated effort, and purposeful job orientation were considered program strengths. It was recommended that teachers visit prospective employers in advance, be well informed as to needed skills, and have transportation available to enable pupils to visit and observe prospective jobs. In some cases cooperation with on-the-job training seemed a desirable function of the vocations classroom.

Baker-West Cooperative Program - Limited motivation, social problems which affect personal growth and achievement, and interest in mechanical operations were established as criteria for a summer program conducted at one junior high and one senior high school. The program sought to provide continuity between schools for sixth graders who would enter junior high school in the fall and for ninth graders who would enter senior high school in the fall. Developing an interest in school-related activity, discouraging dropout tendencies, and providing counseling opportunities in a relaxed, pleasant, and purposeful situation were other objectives. Sixty-two pupils were enrolled in two classrooms, each staffed with two vocational arts teachers. Pupils selected high interest projects such as constructing go-carts, tote-goats, pedal-boats, camp trailers, etc.

Evaluations suggest that the youngest boys (sixth-graders) were not yet mature enough for the type of projects attempted. Otherwise, the teachers were enthusiastic about the results of the program. Success was experienced by many boys not normally accustomed to it. Attendance and behavior reportedly improved as boys acquired interest in the projects. Teachers of both classes remarked that even their own attitudes toward the achievement potential of "low achievers" changed.

Recommendations for improving the program were that planning for projects and materials occur well in advance of summer and that petty cash and transportation to outdoor locations be provided. Teachers also thought that in light of the program's goals and participants a maximum class size of thirty pupils for the two teachers should be considered.

Special Parochial Summer - Fifty-eight private and five public school children participated in six weeks of special non-denominational activities conducted on the premises of one target-area parochial school. Three teachers, five aides, and a program coordinator carried out guided summer experiences in art, music, drama, and recreation with accompanying field trips to enrich the program. Two culminating activities, attending an operetta and a music concert, served as focal points.

In response to a brief subjective evaluation form, the staff expressed opinion that the program successfully provided useful summer activities and experiential background to many pupils who otherwise would have had limited opportunity. The staff suggested that the program continue essentially unchanged next summer except the materials be ordered far enough in advance to insure their delivery before the program begins.

Parochial Counselor - One parochial counselor gave follow-up assistance to forty pupils during the summer. Objectives were continued job placement for pupils, personal counseling sessions for pupils with chronic problems, and contacts with colleges and vocational schools to locate and explore scholarship opportunities for Title I pupils. Additional information about the counseling activities appears on page 49 of this report.

Leapfrog Counselors - Activities of the Leapfrog counselors were continued for six weeks during the summer months. Fifty-six junior high pupils and one senior high pupil were assisted by the summer program. Description and evaluation of Leapfrog activities appear on page 50 and pages 73-75 of this report.

Project Child - Eleven perceptually handicapped pupils were enrolled for three hours daily in a special day school staffed by one teacher, assisted by an educational consultant and a psychiatrist for approximately three hours per week. A complete description and evaluation of Project Child appears on page 80 of this report; however, the program was modified somewhat during the summer months to increase emphasis on arts and crafts, field trips, physical and motor activities, and language development. Also, a "Foster Grandparent" aide was furnished by the organization of that name.

School-Community Aide Program - The following services (Table 1) were provided during the summer months through the Community-Aide program which employed a part-time coordinator and seven aides in two junior high schools. Page 102 contains further description and evaluation.

Table 1

SUMMER COMMUNITY-AIDE SERVICES

Service	No. of Children	No. of Occurrences
Referred for health services (dental clinic, eye clinic, physician)	143	
Enrolled in summer camps	134	
Checked absences from summer		126
Assisted with finding summer employment	209	
Enrolled in summer school	4	
Performed other services	2	

Baker Brochure Writing - Two writers and a part-time clerk were employed for approximately three weeks of the summer to prepare an illustrated brochure describing the varied services rendered to the community by the School-Community Aide program. When making initial contacts, the aides will leave the brochure with members of the community to inform them fully of the services provided and the procedures for requesting help in time of need. The brochure will also serve to disseminate information about the program to other cities as requests are received.

Colorado College - Human Relations Workshop - Twenty-two teachers at target-area schools participated in a fifty-six-hour Human Relations Workshop conducted as part of the Colorado College summer session in Colorado Springs. Instructional costs, room, and board were funded through Title I.

Denver University Summer Workshop - Forty-seven teachers at target-area schools received Title I tuition grants to attend a 126-hour summer workshop conducted jointly by the Denver Public Schools and the University of Denver. Participants developed individual and group projects to meet specific needs of their pupils. Most of the projects were designed to teach human relations, overcome learning disabilities, enhance language instruction, or develop understanding and appreciation of the cultural heritage and contributions of the Negro and Hispano to American life.

Total School-Community Workshop - An elementary principal, a coordinator, twelve teachers, five teacher-aides, two custodians, a nurse, a social worker, a clerk, and twelve parents from the community participated in a forty-hour total school-community involvement workshop at one elementary school. The workshop sought to meet the following objectives:

- to provide participants with understanding of the cultural heritage and values of Spanish-surnamed Americans
- to explore ways of increasing community involvement and parent-teacher cooperation in school activities by mutually sharing responsibility for the education of the children
- to increase parental understanding of the educational needs and problems of their children
- to assist teachers to understand better the backgrounds and special learning problems of their pupils
- to attempt to increase insight into psychological and socialogical factors influencing children
- to seek improved instructional materials and methods and new approaches for educating Spanish-named children more effectively than at present
- to identify and involve potential Spanish-named leaders of the school community
- to utilize existing community resources
- to create a selective material for use by children, parents, and teachers
- to seek ways to help children enhance their self-images.

The coordinator felt the workshop had been "very" successful, especially in planning programs to meet the needs of the school community, finding innovative ways to improve parental involvement, locating potential leadership, and increasing understanding of the community among the school staff. Participants suggested that the workshop approach could be improved by providing longer work sessions, involving a greater number of parents, and being conducted earlier in the summer.

Project to Make a Difference - Fifty-seven teachers and six clerks were involved in a special summer project of curriculum writing and inservice at six target-area junior high schools. Individual assignments varied in length from one to eight weeks. Plans were made and materials prepared for teaching pupils who are below grade level in English, social studies, math, and science. The teachers at each school met as a committee to develop a philosophical point of view, then broke into subject committees to seek more effective ways to

- improve basic skills
- develop self-confidence, self-understanding, and self-respect among pupils who feel defeated by factors at home, at school, and within society.

Summer Nurse Program - Five nurses were assigned on a half-day basis to work with hard core and emergency need cases in the target area. The nursing supervisor reported increasing use of summer nurses, who encountered needs that frequently caused them to work more than the allotted time to achieve their goals. Follow through was reported in these areas of need:

Vision Defects - - 307

Of this total, two pupils with congenital cataracts were given medical care with surgical procedures possible in the future; six pupils had surgery for strabismus; and one for a corneal scar.

Hearing Loss - - 44

Of this total, three pupils were provided with hearing aids, six had surgical procedures, three had ear wax removed, one had a foreign body removed from ear canal, three were worked up for educational placements, and five had acute ear infections.

Dental Care - - 113

Speech Defects - - 2

General Medical Conditions - - 126

Of this total, only seven proved to be minor in nature.

7 cardiac cases with 4 heart surgeries
19 required general medical evaluations
31 tuberculin testing
6 chest x-rays
10 handicapped pupils with a variety of deformities were placed with Handicapped Children's Service
1 brain injury
3 obese pupils
1 diabetic
3 asthmatics
1 severe malnutrition
5 congenital defect evaluations
2 run-aways
5 genital-urinary work-up - - enuresis and infection
4 immunization procedures

Mental Health - - 20

- 10 psychotic conditions
- 8 aggressive hyperactive behavior
- 2 psychological and neurological testing indicated

Neurological - - 5

Orthopedic - - 3

Pregnancy - - 1

School Placement - - 4

Surgery - - 13

- 3 eye surgery
- 4 tonsillectomy
- 1 cleft palate
- 2 surgical procedures for congenital foot deformities
- 2 plastic work
- 1 colostomy

Recommendation was made that the program be expanded beyond the present limitation of serving only the most urgent and difficult cases to include others whose needs may be less acute but no less important.

Project Columbine - The project coordinator, the assistant principal, three teachers, and a clerk began the planning and preparation phase of a project to improve the learning experiences of pupils in one target-area elementary school. The project will seek to provide a demonstration model for high intensity use of audio-visual media to provide vicarious learning experiences, relate the concrete and the abstract, improve pupil interest in learning, increase achievement levels, develop verbal potential of pupils, and involve parents in the learning process. An audio-visual library and projection equipment for each classroom will be furnished, and plans call for use of equipment by individual pupils both in and out of school.

Orientation Program - Twenty-four teachers were employed twelve hours and eighty pupils were employed three to four hours to conduct an orientation program for approximately 3,860 incoming seventh and tenth grade pupils at six junior high schools and four senior high schools. Each school designed its program to demonstrate, both to pupils and parents, the school's interest in the personal and educational growth of its pupils. Efforts were made to acquaint participants with programs and facilities, introduce school activities and organizations, promote early identification with the school, provide get-acquainted opportunities with pupils from other contributing schools, and answer questions of pupil concern. Importantly, the program also sought to encourage resident participation in school affairs.

Individual invitations were sent to all incoming pupils and parents. When needed, transportation was provided. Teachers and representatives of the student body met with incoming pupils in small discussion groups. Several schools used specially prepared orientation materials developed for their schools and their communities. Other activities included touring facilities, viewing filmed school highlights, hearing greetings and invitations from representatives of school organizations, and receiving special editions of school newspapers. In some cases refreshments were served.

Leadership Training - Recognizing the need for trained student leadership in target-area schools and for positive influences of student leaders who function with student bodies, this program provided expenses for fifty-six secondary pupils to attend leadership conferences. Twenty pupils from four target-area high schools attended the National Student Council Leadership Conference at Camp Cheley in Estes Park, Colorado. Eight pupils from the same schools were sent as delegates to the State Student Council Leadership Conference at Colorado State University at Fort Collins, Colorado. At the junior high level, thirty-six pupils from six target-area schools were sent as delegates to the State Junior High School Student Council Leadership Conference at Pine Crest Camp near Palmer Lake, Colorado.

Among the objectives of the conferences were these:

- To prepare elected student council leaders for a year of service in student council experiences
- To present the philosophy, history, and purposes of student council meaningfully
- To assist participants to discover new insights in group understandings, individual behaviors, and project development related to reaching the objectives of student council service
- To provide a setting in which elected student leaders could exchange ideas with a staff professionally prepared to help determine the outcomes of the leadership experience
- To present speakers and other information to participants in order that many ideas and programs could be developed as outcomes of the leadership conference setting.

Workshop to Develop Leadership among Students of Hispanic Ancestry - A workshop to develop leadership among pupils of Hispanic ancestry was held June 30 - July 3, 1968. Two adult sponsors and eighteen boys and girls who would not ordinarily have participated in student council or other leadership training activities attended this workshop. Participants came primarily from the membership of the Latin American Student Clubs of four public schools and one parochial high school.

The workshop provided an opportunity for Hispano high school pupils to work together for individual and group improvement. There was a noticeable improvement in the self-concept of these pupils who attended. The program included sensitivity training, a study of the historical and cultural backgrounds of the Spanish-named community, and classes in parliamentary procedure. Participants also planned Latin American Student Club activities for the 1968-1969 school year.

The following recommendations came from the participants:

- holding a half-day fall workshop to which members and prospective members of Latin American Student Clubs, their parents, and members of the newly formed Congress of Hispanic Educators would be invited. The purpose of the workshop would be to inform parents and pupils about educational and other opportunities available to pupils of Hispanic ancestry
- forming a Latin American Student Club citywide council in order to improve communication among Latin American Student Clubs in various parts of the city
- implementing an exchange program for Latin American Student Club members, as these pupils are not usually involved in the various school exchange programs
- beginning a junior-senior high buddy system in which a senior high member of a Latin American Student Club would act as a buddy to a junior high Hispano child
- having another leadership training workshop next summer.

The workshop was funded in the following manner:

- the two adult staff participants were paid through ESEA Title I funds via the Denver Public Schools
- food and lodging for all participants were provided through the generosity of the Denver Post Charity Fund
- transportation for pupils to Black Forest was provided, free of charge, by members of the newly formed Congress of Hispanic Educators
- the workshop was sponsored by the Latin American Research and Service Agency and the Denver Public Schools, ESEA Title I.

Youth Motivation---Operation See-Through - Twenty-six target-area pupils participated in a special five-week program which provided them with opportunities to view firsthand many different persons in a variety of work situations. Visitations were chosen to cover a broad spectrum of skilled, unskilled, and professional occupations. Discussions with employers and employees focused pupils' attention on their needs and responsibilities in preparing for a world of work. Pupils were encouraged to identify with success models from ethnic minorities. The program concluded with the showing of a slide program and taped narration which pupils prepared during the visitations.

WORKSHOP TO DEVELOP HUMAN RESOURCES AMONG MEXICAN-AMERICAN TEACHERS IN THE DENVER METROPOLITAN AREA

DESCRIPTION

The past few years have been marked by an increasing awareness of those educational problems of Hispanic children which have grown out of social and economic factors within their environment. Such awareness provided the motivating force behind a workshop conducted for twenty-eight Denver Public School teachers and eight suburban school teachers of Hispanic ancestry. Lasting seven days, the workshop was conducted at Vail, Colorado, away from the everyday responsibilities which could interfere with complete attention to the task at hand. Efforts were directed toward exploring, studying, suggesting, and recommending possible solutions to the unique problems of an ethnic group whose future is so closely tied to fulfilling the promises of a viable pluralistic society.

The evaluation report which follows was prepared by the workshop coordinator and contains:

OBJECTIVES
ACTIVITIES DESIGNATED TO ACCOMPLISH OBJECTIVES
MATERIALS AND MEDIA
RESOURCE PARTICIPANTS
PARTICIPANT COMMENTS AND RESPONSES
OUTCOMES
RECOMMENDATIONS
EVALUATION AND FOLLOW-UP
CONCLUSION
WORKSHOP OUTLINE - Appendix K[1]

I. OBJECTIVES

A. To provide an opportunity for Hispanic teachers to become acquainted with one another in order to improve their working relationships and focus their efforts on common problems of Hispanic pupils in the public schools.

B. To create a repository of resource persons to serve as speakers, consultants, panelists and to provide leadership in dealing with problems concerning the Hispanic community in the Denver metropolitan area.

C. To give teachers of Hispanic ancestry in the Denver metropolitan area an opportunity to improve their knowledge and to increase their resources in dealing with the special problems in education which confront children of Hispanic ancestry.

D. To motivate Hispanic teachers to use their knowledge to assist other teachers in understanding the problems of Hispanic pupils enrolled in the public schools.

E. To make information available regarding the history and value system of the Spanish-named.

F. To explore new and varied ways to increase parental involvement in making school learning experiences meaningful for their children.

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[1] See Appendix K, page 208.

G. To develop techniques for motivating pupils to improve their academic and social achievement.

II. ACTIVITIES DESIGNATED TO ACCOMPLISH OBJECTIVES

A. A planning committee planned the activities needed to meet the objectives.

B. Fernie Baca Moore organized and coordinated all activities to accomplish the objectives of the workshop.

C. The seven-day workshop was held June 9 - 15, 1968, at the Vail Village Inn in Vail, Colorado.

D. Participants for the workshop were selected from the Denver metropolitan area. Twenty-eight were from the Denver Public Schools, eight from suburban school districts. A list of the thirty-six participants appears at the end of this report along with an outline of workshop activities.

III. MATERIALS AND MEDIA - Discussion groups, films, book exhibits, and current literature consisting of newspapers, magazines, and pamphlets published by Hispanic groups were used.

IV. RESOURCE PARTICIPANTS

A. The workshop was highlighted by the use of the following resource persons:

Dr. Armando Rodriguez - Department of Health, Education, and Welfare Office of Education, Chief of Mexican-American Affairs Unit

Dr. Julian Samora - Internationally known sociologist and expert on the history and value system of the Spanish-named. Presently with the University of Notre Dame.

Mr. Charles Tafoya - Executive Director of the Latin American Research and Service Agency

Mrs. Lena Archuleta - Supervisor, Office of School-Community Relations, Denver Public Schools

Mr. Will Howard
Mr. James Daniels - ESEA Title III, Cultural Understanding
Mr. Ralph Lacey

Mr. John Rosales - Instructor, Southern Colorado State College, City Councilman, Pueblo, Colorado

Mr. Bernard Valdez - Manager of the Denver Welfare Department

Mr. Mark Saiz - Head Start, Social Worker

Mr. Jerry Soliz - Neighborhood Aide, Baker Junior High School

Mr. John Doyle - Coordinator of Neighborhood Aide program, Baker Junior High

B. The following excerpts are taken from the resource participants:

Dr. Armando Rodriguez

"The real problem of today in education is not the 'Negro Problem' nor the 'Mexican-American Problem' nor the 'Puerto Rican Problem,' it is the Anglo 'point of view' problem. This 'point of view' determines what happens in the school—what emphasis will be given or denied racial and cultural and language values. It's this 'point of view' that through educational activities, social relations in the school, and through the subtle but devastating actions of education personnel tells youngsters that they are not beautiful because they are different. This is the process that systematically makes it clear that this different youngster is unworthy, unwashed and unwanted—and so are his parents. And so is the place he comes from...

"Events of the past few years suggest that movement and change will be rapid and perhaps violent--certainly dynamic. We in education cannot afford to be swept aside by our failure to meet the challenges of tomorrow--today. I don't think our school system can survive two more decades without making meaningful changes in attitudes and programs so that each youngster will feel a whole part of our society—especially in school...

"Your responsibility is to create motivation for change in your community. Working together, we can develop an atmosphere for a new 'point of view' in school district by school district and region by region. You possess three assets that deny refusal as a leader in your school and community. You are an educator. You are bicultural. You are an authority on the effects of language and cultural isolation. Take these credentials and go to work."

Dr. Julian Samora

"The reasons for such low achievement among Mexican-Americans are many, and some can be identified:

"Great stress has been placed on language handicap. And it is true that if a child enters school speaking one language and is expected to function in another, he is not likely to do very well.

"The culturally deprived child is a concept that suggests a lack of preparation for participation in the school environment. This, then, evidently refers to the middle class orientation of the school system which is unfamiliar to children from the lower socio-economic classes and those from different cultural backgrounds.

"The family and home situation are often given as reasons for lack of motivation in educational endeavors. And to some extent this may be valid among families who have not had a strong tradition of school attendance.

"Other reasons suggested have been the teacher training institutions, who, in the teacher training curriculum, have not always taken into account the fact that culturally or linguistically different children might be taught using different methods.

"Another reason might lie in the attitudes of the teacher. A prejudiced or even unsympathetic or un-understanding teacher might be most detrimental to the scholastic progress of a student.

"A sixth reason might be the inadequate counseling that so many receive.

"And, lastly, the school system itself may not be attuned to the total community."

Mr. Charles Tafoya

"It is estimated that today there are six million citizens in the United States identifiable as of Spanish-Mexican cultural heritage. There are over 200,000 in Colorado. The history of the Spanish-Americans is worthy of respect and admiration. Their historical and cultural background although one of great achievement is not well known and understood. This is an attempt to help recover that history so long ignored...

"In these days of fast transportation and mobility it is difficult for us to conceive an isolation as complete as the one that existed in New Mexico and southern Colorado for over 300 years. Geographic isolation caused social and cultural isolation. Isolated by distance the region was also isolated in time. Most people were born, lived and died in a single community. Although this culture served the Spanish-American well in his struggle to survive in this arid, barren and isolated region, compared to the contemporary Anglo-American culture it was backward if measured in terms of competitive power, ability to control the enviornment and skills in the development of resources...

"The economic expansion of the Southwest created a great demand for cheap labor. This set in motion a stream of migration from Mexico. Between 1900 and 1930 over 1,000,000 immigrants crossed the border and spread all over the Southwest, Northwest, California and the Midwest. The colonials received a large number of recruits and were jarred out of their resignation and fatalism by the militant currents in Mexican life. A new-found pride in the Mexican-Indian as opposed to the Spanish or fantasy heritage has emerged, which today is having a profound influence in the lives of persons of this ethnic background."

Mrs. Lena Archuleta

"We do not see Spanish-named students winning spelling contests or speech contests at the city level; until we see more of these thing happening we know some things are still wrong. The first step is to recognize the problem and then face it squarely...

"There is a great need to give self-esteem and identification to a number of our children."

Mr. John Rosales

"If politics is defined as the attainment and utilization of power and if power is the potential for influence, it is obvious that politics and education are inseparable. The fact is that politics in education is not only respectable, it is necessary...I would like to call to your attention the fact that as of May 8, 1968, in the second session of the 90th congress there are 18 major federal education bills that are directly related to this field of education that we are involved in...

"America faces a quarter of a century of unprecedented political turmoil, the momentous issues will have to do with education within social objectives, and increasingly the people will begin to see that the kind of society they are to have is inescapable linked with the kind of education offered. The United States is heavily committed to more education to its people, but there is little consensus of what kind of quality this education is to be because of the impermanency of things of the world today. The United States will virtually abandon its habitual ways of thinking and doing and feeling. When society changes, education must inevitable change, and it will require great quantities of teacher power to win this race with catastrophe. If teachers are to lead educational change or even influence it, they must do it through political power... those teachers who insist that schools must be kept out of politics may be confusing politics with patronage. Politics is the science of determining who gets what from where or from whom and when. No one here can deny that any segment of American government is so thoroughly political as the American public schools. Consider this from an historical point, if you will, beginning way back with the ordinance of 1787, the Morrill Act of 1862, and right straight down the line."

Mr. Bernard Valdez

"The kinds of opportunities which are opening for us today are unlimited, and it is going to be up to us then to be ready to accept those opportunities. Now, what are the implications in these opportunities for you people as educators? One that I see for myself is that from today on I am going to refuse to be your speaker on the problems of education of the Spanish surnamed, because you should be doing that...I shouldn't be the one talking about what bothers the Spanish sur-named child in terms of education. You are the educators and you are Spanish surnamed, and if you don't have the guts to inform yourself sufficiently and to become the spokesman in this field, which is your field, then you'd better change your name, because this is your responsibility. That's one opportunity I see for you right now. The other opportunity in the area of education, as far as you are concerned, is that today education is in the throes of the biggest revolution that has occurred in the history of American education. It is beginning to be verbalized by people in high places. The educational system we now have cannot serve the needs of the disadvantaged and can certainly not serve the needs of the Spanish-surnamed disadvantaged child. The whole system is going to be looking for experts and you are going to be looked upon as experts if you merely open your mouths."

V. PARTICIPANT COMMENTS AND RESPONSES

A. The workshop provided a vehicle of communication among Hispano teachers which resulted in a new feeling of pride of one's ethnic background, deep concern and interest in the educational needs of the Hispanic child, a willingness to identify with a minority group, renewed commitment and a desire for involvement in attempting to solve many of the educational problems of the Hispanic community. Previous to the workshop many of the participants seemingly had been living in isolation, far removed from the problems of Hispanic children.

B. The following quotations, taken from an evaluation form participants of the workshop filled out, express the attitudinal changes for many of the participants.

"The most beneficial part of the workshop came from being away from daily city life and literally immersing ourselves in the areas of concern. It was much better than a detached type of meeting such as could be held in Denver. I felt the formation of deep respect for our Hispano ethnic group and a great commitment of self."

"I feel the workshop has made me more actively concerned."

"I saw the development of a more positive attitude among ourselves and feel we gained much confidence."

"I can see Mexican-American teachers serving as a definite link between the Hispanic and non-Hispanic communities as well as between Hispanic and non-Hispanic pupils."

"The workshop served many areas, depending on our own personal needs, but we all gained and this 'crash diet' of sharing was extremely good for constructive views, opinions, and a meeting of the minds."

"The workshop has awakened my sleeping past, and has inspired me to push forward to improve the situation for other Hispanos, particularly in the area of education."

"A needed inservice is a must for the education of educators of minority group pupils in order that they teach effectively."

"I see a new commitment by Mexican-American teachers to relate and find solutions to the problems and needs in teaching the Mexican-American child."

"I came in contact with many resource materials, particularly books written about Southwestern history, which I didn't know were available."

"A realization that I am guilty of being too complacent and have not been involved in helping to find solution to some of the problems of Hispanic peoples."

"Rather than just discourage a double standard in education as I had intended, I discovered many more possible solutions to the development of materials to combat the inequities in our educational system."

"The workshop has given us unity, closed the communication gap among us, made us aware of others and provided direction."

"This workshop has helped me change some basic attitudes and bring me back and develop a commitment to our Hispanic group. Vocalizing on some of the issues we covered concerned me enough to attempt to form a stand and plan to do something about it."

"I have developed an understanding and empathy for my people. I lacked knowledge of our culture and now feel we must go about correcting this for others."

"I feel that teachers of Hispanic origin have the talents, intelligance, educational backgrounds and motivation to assume a leadership role in education."

"I find there are many interested, intelligent people in this group. I think this is a beginning toward taking our rightful place in society."

"We have much to offer. We have pooled our resources, now we are ready to share, speak out, and act as resource people in order to contribute to improving our society."

"I felt the most beneficial part of the workshop was having the opportunity to hear each other contribute valuable information. I was very much impressed by the ability and resourcefulness shown by participants of the workshop."

"I will return to my school with a warmth and tremendous background in regard to the Hispano community."

"I changed many of my beliefs and I have become very proud of what I am."

As one can readily see, there is a renewed enthusiasm to seek solutions to the many educational problems facing the child of Hispanic ancestry.

VI. OUTCOMES

Because of the great need to approach the challenges of education in contemporary times and because of the desire to encourage and promote constructive and positive action toward the betterment of existing educational concepts the CONGRESS OF HISPANIC EDUCATORS was formed. Participants felt the organization was needed to meet the objectives of the workshop and to implement solutions to problems discussed. The philosophy of the congress is stated in the following list of objectives:

- to promote the quality of education as well as the equality of education for all children
- to provide an effective means of communication among the Hispano educators and the Hispano community

- to promote a more positive identity among Hispanos
- to discourage discrimination in the selection of personnel and to guard against the use of the double standard either by ommision or commission
- to promote advancements from the ranks of the qualified Hispano educators and to encourage the development of those educators with potential for leadership
- to aid in the development of curriculum materials concerning the Hispano
- to promote and provide for the enhancement of the Hispano image through news media
- to serve as a Hispanic resource organization for the community
- to foster positive attitudinal changes within the educational system and the total community
- to encourage the active participation of the Hispanic community in civic, professional, and political organizations.

VII. RECOMMENDATIONS

After numerous meetings and a great deal of discussion, the participants recommended:

A. Curriculum Development

1. The development of materials pertaining to the history of the Hispano in the Southwest and his contributions to our country to be included in the K-12 social studies guide to become a part of the K-12 social studies curriculum.
2. The development of an accompanying teacher's guide for teaching the history and contributions to our country by Americans of Hispanic ancestry.
3. That materials for the effective teaching of the history and culture of the Hispano be developed and made available for pupil use in the classroom.
4. The assembling of information and materials about the Hispano from original sources in order to secure reliable facts and information.
5. The release and assignment of three or more teachers of Hispanic ancestry for the 1968-69 school year to begin the developing of materials and background information for the study of Hispanic history and Hispanic contributions to our country, these teachers to have the responsibility of selecting and editing all materials pertaining to the Hispano.

6. A substantial effort to clarify and explode myths, misconceptions and stereotypes in regard to Hispanic people.

7. The placing of additional books pertaining to Americans of Hispanic ancestry in the professional library and in school libraries.

8. Extensive programming by the Denver Public Schools via KRMA in order to build for an understanding of Hispano culture, customs, and achievements. To accomplish this end it was further recommended that local, regional and national Hispanic consultants be utilized.

9. Re-evaluation of the scope and sequence of the current Spanish language program.

10. That coordinators and supervisors in the Spanish Department be of Hispanic origin and fluent in the language.

11. Strengthening the FLES Program by making provision for a full-time coordinator in Spanish and French FLES instruction.

12. The adoption of the FLES program as a part of the curriculum of the Denver Public Schools.

13. Improvement of the foreign language program by utilizing teachers of Hispanic ancestry to teach 5th and 6th grade Spanish.

14. A bi-lingual program in elementary primary grades where there is a need for this type of program.

15. Assigning a person fluent in the Spanish language to edit all written materials which contain Spanish works to insure correct spelling and punctuation.

16. That the Denver Public Schools should increase efforts in all areas of curriculum to dispel any concepts contributing to the development of racism, racial superiority or bigotry in any form.

B. Target-Area Schools

1. A follow up to Head Start to be implemented in all target-area schools.

2. Teaching assignments into target-area schools to be made more attractive to prospective and experienced teachers.

3. Provision by the school administration of inservice training for the personnel assigned to target-area schools with the primary purpose of improving human relations among staff, pupils, parents, and community.

4. Giving teachers in target-area schools two days for home visits. Every elementary teacher to make a visit to each home every semester.

5. Making educators, particularly those in special education, cognizant of the fact that some Hispanic children are diagnosed as being mentally retarded when they are only educationally handicapped: placing special emphasis on removing these deficiencies.

C. Personnel Policies

1. Placement of a Spanish-named person in a position to recruit and hire personnel for the Denver Public Schools.

2. More emphasis on the recruitment and employment of Spanish-named teachers.

3. Promotion of more Spanish-named teachers to positions in administrative fields.

4. That teachers on special assignment who have administrative responsibilities be given administrative positions with commensurate salary.

5. Recruitment and employment of more Spanish-named teacher aides.

6. That those in a position to hire people be acquainted with the scope and magnitude of the target-area problems and exercise this knowledge when hiring.

7. Making non-Hispanic teachers aware of the Hispanic value system; children should not be automatically expected to act according to Anglo middle class values.

8. Giving credit or financial assistance or both to teachers for attending a comprehensive course, Sociological History of the Hispano, taught by Dr. Daniel Valdes, Metropolitan State College.

9. The scheduling of more leadership training institutes for Spanish-named teachers.

D. Long-term Studies

1. That the research department of the Denver Public Schools investigate existing educational problems with respect to the learning style of the Hispano child.

2. The development and employment of "culture free" or "culture fair" standardized tests.

VIII. EVALUATION AND FOLLOW-UP

A. An attempt was made to meet all the objectives of the workshop. While the success of the workshop surpassed the expectations of the planning committee, the workshop was only a beginning in finding solutions to the many educational problems of the Hispanic child.

B. The purpose of the workshop was to develop human resources among Mexican-American teachers in the Denver metropolitan area. As a result of the workshop we now have thirty-six more people who are willing to serve as Hispano resource persons for our community. They will be available to serve as speakers, panelists, or in any other capacity which would be of benefit to the Denver Public Schools and the community as a whole.

C. Participant evaluation of the workshop was extremely positive. Follow-up activities to the workshop will be implemented through the efforts of the newly formed CONGRESS OF HISPANIC EDUCATORS and through other interested groups, agencies, institutions, and individual school districts.

IX. CONCLUSION

The solution to the educational problems of the Hispano is not a simple one, but the Denver Public School teachers, particularly those of Hispanic ancestry, will not shy away from these difficult problems. As preparations for the opening of our schools are made, the participants of the Vail workshop feel the following messages are pertinent:

> "The 'sleeping giant' that so characterized the Hispano of the Southwest has awakened. Between yawns from his long sleep he stretches his arms and legs and those around him are perturbed. As he stretches, he makes his presence known to the utter amazement of his community, including not only his neighbor and fellow worker, but also his policeman, government official, social worker, and school teacher"
>
> — Dr. Julian Samora

To paraphase a contemporary thought—may we, as a result of such opportunities as provided by the Vail Workshop, be part of the answer, not part of the problem.

INSTITUTIONS

DESCRIPTION

ESEA Title I funds provided supporting educational and psycho-social programs for deliquent and neglected children in eight Denver institutions: Byers Home for Boys, Clayton College for Boys, Colorado Christian Home, Good Shepherd Home for Girls, St. Vincent's Home for Boys, Denver Children's Home, Savio House, and National Jewish Hospital. During the regular school year, the programs served approximately thirty-nine pre-kindergarten to Grade Six children and 118 secondary age youth. Continuing summer programs assisted ninety-nine elementary age and 147 secondary age pupils. Programs varied widely to meet the needs of the individual organizations and the children within them. The following report is an overall summary of the varied institution programs.

STATEMENT OF OBJECTIVE

To provide compensatory programs - educational and psycho-social - which will enrich, individualize, and articulate the learning experiences of pupils living in institutions for delinquent and for neglected children.

ACTIVITIES EMPLOYED

Activities for pupils included

- testing and analysis of individual pupil needs, educational, psychological, and social
- remedial and tutorial programs to provide experiences of success through individual and small-group instruction in basic subjects, especially reading, language, and mathematics
- supplementary enrichment programs including arts and crafts, cultural excursions, physical education, and recreation
- psychiatric, psychological, and social services
- orientation to and articulation with local public schools
- emphasis on self-understanding, self-acceptance, and understanding others.

Activities for staff included

- determining needs of children living within the institutions
- staffing sessions to analyze individual needs, to plan and implement programs or treatments, and to coordinate efforts
- psychiatric, psychological, social, or instructional consultations
- articulation and cooperation with local public schools to determine needs, to develop guidance understanding (so the institution can carry out its role as the pupil's home), to coordinate educational efforts, and to provide follow-up
- cooperation with local public schools to provide on-premise classrooms for seriously disturbed or chronically ill pupils.

EVALUATION PROCEDURE

Evaluation procedures included

- annual evaluation report from each institution
- evaluation conferences.

RESULTS AND INTERPRETATION OF DATA

Evaluation Forms and Conferences

Each institution completed an evaluation form containing statements of program objectives, activities employed, the extent to which objectives were accomplished, types of measurement used, general program effectiveness, and recommendations. In addition each institution director was informally interviewed by staff members from the Title I ESEA office.

It was evident from both interviews and evalutaion forms that the Title I programs were enthusiastically received by the institutions. Utilizing the supplemental income, institutions were able to provide programs tailored to children whose educational, emotional and social needs are often great because of neglect and lack of permanent homes other than the institution. Some institutions reported that Title I had made it possible to work several disciplines together for the good of pupils.

All but one evaluation suggested important results had been achieved. Many contined suggestions for improving individual programs. One institution concluded that its program had achieved insignificant results and suggested a totally new approach for the coming year.

The effect of programs within institutions and some important concerns are perhaps best illustrated by the quotations which follow and by the anecdotal records included in the appendix of this report.[1]

One institution reported:

> "With regard to the program that has operated at ____ under the direction of Mr. M. and Mr. N., we feel that there has been an enormous change in the achievement level of children at the Home. We have seen children both physically and mentally improve in such outstanding fashion that these, alone, would make the program worthwhile...
>
> "We have been giving tests in relationship to the physical development of the children; and these tests have been those of the National Physical Fitness Testing. The children have raised the average level of the Home from approximately twenty-one percentile to over fifty percentile in relation to this nationally standardized test...
>
> "The services that are being provided for our children over and above that of the regular school program are more specifically designed in terms of their whole development. This would include the following: (1) The clarification of any emotional blocks that may exist on the part of a specific child which will help the child arrive at a better all-around adjustment to life, specifically in the area of educational achievement.

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[1] See Appendix J.

> (2) The development of the physical body of the child, his estimate of himself, the insuring of success experiences which develop confidence and a whole new attitude toward himself and life. (3) The achieving, on the part of the child, in the area of academics--specifically math and reading--which enable the child to achieve in all areas of the learning experience. This is provided by testing, by helping the child where certain blocks seem apparent, by follow-through, by greater liaison with schools, and by the utilization of whatever means of teaching will assist the child in achieving this academic success...
>
> "We feel that the program as it is developing at _____ will make it possible in the years to come to achieve a great deal more in the area of individualizing with specific children. The various files that are becoming available, both in the area of physical development and in the area of academics, as well as the psychological-psychiatric files that will be developed, will make it possible for the professional staff of the Home to under-gird and support the child in his total development...
>
> "It seems clear that, while certain material assistance requests need to be made (for there are certain items of equipment that are essential), it is the belief of our Home that the greatest amount of our money needs to be spent in the area of services provided.
>
> It is equally clear, however, that the quality of the individuals who carry out these programs and their personal interest in what happens to the children through these programs is of enormous import in whether or not the program will be effective. As in all cases, it is the calibre of the professional staff involved that will eventually insure the success or guarantee the failure of a particular program. At this point, we have been exceptionally fortunate."

Another institution stated:

> "The program at _____ was not entirely new creative one, but one which was needed and helpful for the institutionalized youth who received the service. The program concentrated on supplementing the regular school schedule with a crafts, recreational, cultural, and pyschological program. The program, with the use of the Title I services, also serviced the students who have the most need of help in a school program with remedial and tutorial help. Each aspect of this total program was greatly related to motivation and change of attitudes in these sixty-five (65) child agency or court-committed youth."

Personnel Data

Table 1 shows the types of personnel requested and furnished to the institutions by Title 1 funds. Indirectly, it represents the types of services furnished to children.

Table 1

TYPES OF PERSONNEL PROVIDED BY TITLE I AND HOURS EMPLOYED BY INSTITUTIONS

Institution	Psychiatrists		Psychologists		Social Workers		Teachers		Tutors		Counselors		Teacher-Aides	
	Number	Hours	Number	Hours	Number	Hours	Number	Hours	Number	Hours	Number	Hours	Number	Hours
Institution A	1	19	1	174			1	265	1	197				
Institution B	1	103	1	130			2	495	1	349				
Institution C	1	22			1	14	2	488	1	330				
Institution D			1	152			3	842			1	140		
Institution E	1	55					4	340						
Institution F							1	145	1	12			2	68
Institution G									2	132				
Institution H							2	585						

CONCLUSIONS AND RECOMMENDATIONS

Evaluation results from institutions indicate that

- Title I funds resulted in varied programs of activities tailored to meet the special needs of the children in the separate institutions

- funds were used, depending on the institution, for in-house classroom, remedial, and tutorial educational programs; for psychiatric, psychological counseling, and social services; for enrichment programs in arts, crafts, physical education, and recreation; for cultural excursions

- Title I enabled some institutions to use a multi-disciplinary approach in diagnosing needs and setting goals for children

- most of the evaluations received from institutions were subjective in nature

- among the results reported by the separate institutions were improvement of self-images by pupils, more positive attitudes toward school, improved grades on report cards, better performance on informal tests of basic skills, and clarification of goals for individual children

- one institution indicated it would attempt an entirely different approach during the coming year. Others were enthusiastic about results to date.

Evaluations suggest the following recommendations

- improve logistics to insure arrival of materials when needed for the programs

- improve liaison between the Title I office and the separate institutions to avoid overlapping of requests for data needed in the planning and later evaluation stages of programs

- provide additional consultant service to institutions to assist them in setting behavioral objectives and evaluating in terms of the objectives.

APPENDIX A

Sample Questionnaire - Classroom Teacher Questionnaire

This year we are again attempting to determine the effectiveness and value of Title I activities. You can assist us by responding to some questions relating to the Reading Maintenance and Improvement Program. Since this part of the evaluation depends on the validity of teacher opinion, we urge you to be candid in your response. Please return the questionnaire to the ESEA Center, c/o Title I Evaluation by May 15. Thank You.

1. Years of teaching experience: ___ 1-3 ___ 4-6 ___ 7-10 ___ Over 10

2. Number of pupils you sent to the RMI program this year: ____

3. How long did these pupils participate in the program?

   ___ Nine weeks ___ Eighteen weeks ___ All year

4. With how many of these parents did you have conferences about the program? ___

5. Rate each statement below by writing the numeral that best describes your feelings on the line to the right of the statement. If you have no basis for an opinion, leave the space blank. Use the following rating scale to describe your feelings:

Extremely	Very	Somewhat	Not
4	3	2	1

   a. The efforts of the school were __?__ satisfactory in regard to selecting pupils who could benefit most from the program. ______

   b. I feel that my pupils' chances for success in school were __?__ enhanced by their participation in the program. ______

   c. The effort made in the program to secure parent cooperation and interest was __?__ satisfactory. ______

   d. The provision for pupil follow-up in the regular classroom was __?__ adequate in my school. ______

   e. My working relationship with the RMI reading teacher was __?__ satisfactory. ______

   f. The gains my pupils made were __?__ difficult to maintain when they left the program and returned to a large group situation. ______

   g. The RMI program was __?__ well structured to meet the individual reading needs of my pupils. ______

   h. The parents of RMI pupils were __?__ interested in the program and what it could do for their children. ______

   i. The length of time my pupils were in the program was __?__ significant to overcome their major reading disabilities. ______

j. I feel that the gains pupils made in the program were ___?___ significant for the length of time they participated. ______

k. Securing parent cooperation and interest is ___?___ necessary to insure the success of a program such as this. ______

l. The reading materials in my room were ___?___ appropriate for the follow-up work that was necessary with my RMI pupils. ______

m. The additional hour the RMI teacher had each day was ___?___ well utilized to provide further help for pupils with reading problems. ______

n. Overall, I feel that the RMI program was ___?___ effective as a compensatory activity for educationally disadvantaged pupils. ______

6. To what extent was the program HELPFUL in improving pupil:

	Extremely	Very	Somewhat	Not
a. Interest in school?	____	____	____	____
b. Attitude toward school?	____	____	____	____
c. Participation in class?	____	____	____	____
d. Self-confidence?	____	____	____	____
e. Behavior in school?	____	____	____	____
f. Achievement in reading?	____	____	____	____
g. Relations with teachers?	____	____	____	____
h. Desire to come to school?	____	____	____	____
i. Attitude toward reading?	____	____	____	____
j. Relations with their peers?	____	____	____	____
k. Self-concept and personal worth?	____	____	____	____
l. Desire to achieve?	____	____	____	____
m. Ability to communicate orally?	____	____	____	____
n. Attendance at achool?	____	____	____	____
o. Ability to communicate in writing?	____	____	____	____
p. Willingness to try?	____	____	____	____
q. Performance in other schoolwork?	____	____	____	____

7. All things considered, should the reading program be:

_____ continued essentially unchanged?

_____ modified somewhat?

_____ considerably changed?

_____ discontinued?

8. Additional comments or suggestions for improving the program.

APPENDIX B

Reading Maintenance and Improvement Teachers' Anecdotal Records

PUPIL "A"

Shirley transferred to her school about ten weeks after school had started. She was put into the trailer (reading room) in the mornings. She sat with a sullen expression and downcast eyes, and her whole appearance was one of disgust with school, disinterest in anything that might be going on in class. When tested in the Sullivan Placement test, she was low enough to indicate putting her in Programmed Reading Book 2 which is reading at a first grade level in fourth grade.

Shirley had great difficulty in listening and discriminating sounds. She was unbelievably poor in spelling because of this, and naturally couldn't sound out words.

The more relaxed atmosphere of the reading room from the regular classroom, and the individual attention which it was possible to give her because of the smaller class size, began to have an effect on Shirley. She began to see that with some effort, she was able to get things she had previously assumed were beyond her. Her attitude changed and she showed an eagerness toward her classwork that had previously been lacking. She was willing to participate in school activities such as a play which involved afterschool time. Her interest became so keen that her work began to show sharp rises. She began listening to sounds. Now she is reading in Sullivan Programmed Reading Book 8, and has advanced from orange to olive in the SRA Reading Laboratory, Level 11a, 4th grade. She is not what you could call a fluent reader because she had so far to come up, but she is far from the non-reader she previously was.

PUPIL "B"

Jimmy came into the Reading Maintenance and Improvement Program from a fourth grade class in October of 1967, where he was placed at the Primer level in reading achievement. He has at least an average IQ but a severe hearing loss in one ear had contributed to speech and academic difficulties. In addition, he was easily frustrated, fearful of failure, and had built up a great deal of hostility toward school and toward reading in particular.

In spite of a very unfavorable home environment, Jimmy made an effort to cooperate. He enjoyed and has profited from the Programmed Readers and the audio visual materials in particular. Jimmy is now reading at the beginning third grade level according to the Stanford Achievement tests given in May, 1968. But more importantly, his attitude has improved. While one could not say he has a sunny disposition, his is no longer persistently snarling, hitting, and fighting at school.

PUPIL "C"

Jose came into the program last September having been in the United States a little over a year. Very little English was spoken in his home. Jose couldn't recognize the alphabet and beginning sounds very well. I had just about given up when all of a sudden he began to get the sounds and put them together. I asked permission to continue with him and four others the second semester - for the last forty-five minutes of each day.

Jose is now on Book 5 in the Sullivan Programmed Reading materials and is progressing well in reading and understanding meaning of what he reads. He is able to see the relationships now of different beginnings used with different endings.

Jose has benefited greatly from the individual attention he has been able to receive.

PUPIL "D"

Johnny entered Reading Maintenance and Improvement as a third grader in September. He had repeated second grade, but was still at the pre-primer level of language arts. Of his six brothers and sisters he was the only unsuccessful school student.

The turning point came in reading class when he received a "very good" on a very simple paper and ran around the room saying "I got a very good. They'll (the family) never believe me." He started absorbing and demanding learning from that time on. He also started to open up and show some of his feelings, and his misunderstandings of the adult world became clear.

Johnny was put in fourth grade as he did have a strength in arithmetic. He continued reading work with me. The additional time was used on trips around Denver every other Friday afternoon. He is now reading on 2^2 level with great confidence. He is turning to the adult members of the faculty with his problems more and more. His attitude has become more positive. His curiosity about things is growing.

Johnny still has many problems but with a summer's tutoring, it is felt he will be able to get through fifth grade independently.

PUPIL "E"

Barbara came to this school with no records from Chicago. She had been passed from mother to aunt (who supposedly died) to grandmother and kept pretending mother was coming any day.

She would often fall asleep in class, end up in the nurse's office if she went for a drink. Overall she had few skills and very poor study habits.

As the class progressed I wondered if we were doing anything for Barbara. Suddenly she began to show enthusiasm for the SRA Program. The material to be read was printed on a small card and did not threaten her by being large or thick and she began reading and answering questions accurately.

Barbara is still very low in her skills and her homelife is difficult. But what a delight to see her brighten up, take an interest and succeed at something. Personal attention of the small class was of great value to her.

APPENDIX C

Examples of Casework by Social Work Assistants

Referral: Several M____ children enrolled in the Reading Maintenance and Improvement program were referred for social work service November, 1966. The children appeared to be poorly fed and cared for; they were aggressive and lacked the motivation to learn. The ESEA reading teacher was anxious for home contact by the social worker for an appraisal.

Background Information: This is a multiple problem family that has been known to various service agencies for many years. Mr. and Mrs. M have had marital problems from the beginning of their life together. Before her marriage she suffered from severe emotional depressions and after the birth of her first child was committed to the state hospital for treatment. This was during World War II when her husband was in the armed forces. He was not able to adjust to this stress and was hospitalized because of a "nervous breakdown." This apparently was the beginning of his uncontrollable drinking which is a part of the present problem. Ten children have been born to this union. The oldest child is now married and has two children. The youngest child is not yet of school age.

Work with Family and Others: After discussing this family referral with St. B____'s Principal, Sister Anne, it was her decision that I not visit the home at this time because Mrs. M was in a state of depression and our ESEA nurse was attempting a referral to Denver General Hospital for glasses for Marie. Sister Anne felt that Mrs. M was not yet ready to accept another school authority figure. In the meantime I became acquainted with each of the M____ children at the school and we enjoyed a pleasant but casual relationship. Marie was the child I saw most often because she was a real discipline problem in the classroom and exploded into temper tantrums several times each week. I discussed this family with her school's social worker who told of similar problems the family experienced there. The school made a concerted effort to help and progress was being made when the children were transferred to a parochial school.

In the spring, 1967, Sister Anne approached me regarding their severe financial needs. Many clothes, shoes, linens and toys had been donated to me to distribute and I took many of these things with me on my first home visit. Mrs. M is a sad woman in her early forties who feels her life has been disappointing. She has lived in poverty and need all her life and has almost given up any hope of changing the situation. She is not only disturbed by the aggressive behavior of her children, problems with her husband, but also because her own health is in a precarious state. She is diabetic and has difficulty stabilizing the medication. Blood pressure is dangerously high but she is inconsistent in the prescribed treatment. Her own nutritional needs are unmet because the food budget doesn't stretch that far. Mr. M is getting some training under the ADCU program to upgrade his employment but because of his drinking problem this is not working out well. Contact made with Robert M, ADCU worker, who felt this was clearly a problem of mismanagement and disagreement between the parents. He agreed to give them more counseling time. I offered to contact Homemaker Service through Dept. of Welfare to give Mrs. M some help with planning in the home. She refused this offer. Several additional home visits were made before the end of school to give her some support and let her talk out some problems. She is a lonely person with few friends.

At the beginning of this school year contact was made again with the family even though a specific referral had not been received. Mr. M's physical condition was worsening and he was drinking even more. In October, 1967, he was hospitalized at VA Hospital in the section for mentally disturbed patients. He was diagnosed as alcoholic with cirrhosis of the liver.

Application for ADC was made by Mrs. M and this was approved but not until December, 1967. Thanksgiving would have been grim, but Tolstoi Guild was contacted and in a few hours supplied the family with many groceries and a 25 pound turkey. This kept the family eating until the first ADC check arrived. The finance company repossessed all the household furnishings when payments were missed. Everyone was sleeping on the floor and eating on cardboard boxes. I again contacted Tolstoi Guild which supplied them with much furniture and bedding. The convent and rectory were also searched for unused furniture and equipment. By pooling all available resources the house was comfortably furnished and equipped.

Mr. M was improving in the hospital and allowed to come home for weekend visits occasionally. The family seemed to enjoy him during this time and he was not drinking.

Christmas was another hurdle but with the help of a local Boy Scout troup, VAH social worker, Santa Claus Shop and donations from my friends, Mrs. M reported they had a happier Christmas than for many years. Mr. M was released for the holiday.

In January, five of the children were referred to a clinic for medical attention needed because of a severe eczematous condition. This took many tedious weeks of treatment. In February Mrs. M became ill and was hospitalized. I visited her in the hospital and took her a nylon gown which she seemed to appreciate. She then told me that she had planned to commit suicide when she was released from the hospital. We discussed the results of such an act and before I left she seemed happier and agreed to call me at any time she had another thought of destroying herself. I then contacted VNA Service at DGH and Carol H was assigned to work with Mrs. M each week after she returned home. I again attempted referral to Homemaker Service but Mrs. M again refused.

In March Mr. M was released from VAH and the thought of him returning home upset Mrs. M so that her blood pressure skyrocketed and she had a heart attack. I visited her in the hospital and also talked with her private physician. He is perplexed as she shows all symptoms of heart disease but tests show no heart damage. He feels her condition is psychosomatic in nature. I contacted VAH social worker to inquire about plans for Mr. M returning home. She feels the marital prognosis in this case is extremely poor and that a separation is indicated.

When Mr. M left the hospital he went to live with his married son. There probably will not be a legal divorce as both are religiously opposed to this. But for the present the parents are living apart, Mrs. M is receiving ADC and is an out-patient at Fort Logan Center; Mr. M is living on a small service-connected pension: teachers are more tolerant of the children because they understand the reason for their acting out; St. B____'s school is willing to accept them again next year even though no fees or tuition have been paid.

The latest incident to occur just at this writing came to my attention when I visited the home with donated clothing and found Mrs. M in extreme pain from a broken toe. She had stumbled on a curbstone while alighting from a city bus. Her car would not run and she had no way to get to the doctor's office. I offered to take her for the necessary x-rays at her private physician's office on the outskirts of the city and then to the pharmacy for medication.

Disposition: This family will need much supportive service from interested agencies and individuals. Contact should be made early in the school year by social worker or nurse to assess current needs. Mrs. M needs guidance in homemaking skills and I feel another attempt should be made to refer to Homemaker Service. If her health has improved, it may be helpful to refer her to a community center to join a mothers' group in an attempt to get her out of her recurring depressions and into the mainstream of society. (This was discussed with Mrs. M earlier this year, but her health did not permit us to explore the possibilities in her neighborhood.)

* * * * * * * * * * * *

Referral: November, 1966, by ESEA reading maintenance teacher who "can not get through to Miguel." Reading and all class work poor. Cries easily when reprimanded; then sulks remainder of class period. Involved in many fights on playground. Does not get along well with peer group.

Plan: Since this is Miguel's first year at St. A____ there are no records available at the school. Visit Mrs. T (mother) to discuss his previous school adjustment.

Background Information: Miguel's parents are divorced, both remarried, mother divorced. Miguel lives with mother and four siblings in P____ Housing Project. Visits father each weekend; very fond of father and enjoys being in his home. During one weekend visit August, 1966, Mr. A registered Miguel and Juanita at St. A____ School, paid tuition, book fees and lunches in advance. Children had previously attended G_____ School and neither they nor Mrs. T were consulted about this change. Mrs. T was upset as she wished them to continue in public school but did not interfere as there had been many disagreements over children and she did not want to begin another. Mrs. T reported that Miguel has a hearing loss and attended Special Education class at E_____ School in Grade One. He was judged to be able to continue with regular class in Grade Two. No recommendation for additional help except speech therapy and lip reading. Cumulative Record located at G_____ School and that information given to Sister Mary, St. A_____'s principal, who was irritated that she had not been told this either by Mr. A or G_____ School, although no effort had been made to check the matter until now. Teachers were appraised of Miguel's handicap and plans for preferential seating and other helpful considerations were implemented immediately.

Work with Child and Others: In an effort to determine if Miguel was eligible now for hard of hearing class at E_____ School this evaluation was scheduled: December 2, 1966, physical exam by Dr. L at Health Service Department. Results indicated a need for Miguel to be referred to Neighborhood Health Center in order to obtain a complete hearing evaluation at Colorado General Hospital, the most intensive center in Denver. This resulted in many visits to Denver

General Hospital preperatory to their referral to CGH. February 15, 1967, complete hearing aid evaluation given at CGH by Dr. Geary M. His recommendation for the need of a hearing aid began a round of searching for an organization, agency or private donor for $345 plus battery maintenance. Many possibilities were checked. On April 3, 1967, Project Child agreed to this expenditure. On April 7, 1967, hearing aid was delivered to Miguel by Mr. C, Maico general manager. Miguel was then referred to Colorado Hearing Society for orientation and auditory training with Mr. Glenn W. This continued once each week for six weeks. Miguel did well and was dismissed to continue work with John C, ESEA speech therapist at St. A________ School. Hearing aid re-evaluation at CGH by Mrs. Marion D on April 26, 1967 showed discrimination without aid at 21%; discrimination with aid 88%! Miguel's teachers report he is happier in school, not a bully on the playground and displays an unusually mature sense of humor.

Work with Family: Mrs. T is an exceptionally cooperative and concerned mother. She accompanied us on most of the trips mentioned above, even though she was experiencing much physical and emotional pain. Her two oldest children have lived with her mother since birth. A son, 20, is retarded and content to watch TV all day. A daughter, 15, had OW child April, 1967. As a result Mrs. T developed an ulcer condition and a nervousness controlled only with medication. She and smaller children had infections throught the winter.

Julio, 16, has been in Special Education since Grade Two. He became increasingly unhappy at school and was truanting several months before the high school or Mrs. T knew. He and some friends were stripping cars when picked up by police. He was placed on probation. He grew sullen and would not leave the house. This drove Mrs. T to the wall and she demanded he return to school or find a job. With no skills this was impossible; even Goodwill Industries refused him work unless he were in school, which he refused to do. He was referred to Job Opportunity and was being evaluated when school closed. Much clothing, shoes, bedding, linens and food was donated to worker for this needy family and Mrs. T accepted it graciously and with tears.

At the time of delivery of hearing aid, Maico explained the insurance available at $5 per year. Mrs. T was unable to meet this expense. I felt Mr. A should have an opportunity to help Miguel in this way since both he and his present wife work regulary. This was suggested but Mrs. T told me of Mr. A's reluctance for Miguel to even wear a hearing aid as he felt this would limit him in athletics, Mr. A would not agree to see me refer this but after Miguel talked with him on two week-end visits he relented and bought the policy. We felt this was a giant step in his acceptance of Miguel's handicap.

In addition to above-mentioned agencies and individuals, many telephone conferences with Mike B, ADC worker, in planning for family. Also several visits to the secondhand store for furniture and bedding orders issued by ADC.

Summary 1967-1968: On March 29, 1968, Pat M, former Reading Maintenance and Improvement teacher at St. A came to the school at the request of Rose Marie H, her former pupil. Rose said she took Miguel's hearing aid from his desk when he was absent March 21, 1968. She said she threw it away some distance from the school. Detective M came to the school to talk with Rose after the principal was told of this confession. Detective M will visit Mrs. T and Mrs. H April 1, 1968, regarding further action. It was decided at that time that no charges would be filed against Rose. Insurance held on aid covers theft or loss. Mr. C, Maico Manager, contacted and aid was replaced on April 26, 1968.

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Referral: April, 1967, by Sister Mary, classroom teacher because of excessive absences. Sister explains that Florence is extremely bright and could be the top of fourth grade class if she attended regularly - but because of so many absences she is to be retained September, 1967.

Background Information: This family has been known to Welfare Department and Child Welfare for many years. Both parents have history of a drinking problem and child neglect. Father has held low-paying jobs occasionally. Several years ago Child Welfare withdrew their services as parents refused to cooperate. Parents are presently separated. Father has a common-law relationship with a school lunchroom cook who has several children by a previous marriage. It is reported that the mother lives with a man who supplies her with wine. Florence is the youngest child and the only one left at home with mother.

Work with Child and Others: First interview, April, 1967, when Florence explained reason for absences. Mother drinks late evening and into a.m. and has d.t.'s. She has been violent at times and has hit Florence or thrown things at her. Florence is so frightened she stays up until Mrs. T falls into a stupor about 5 a.m. Both sleep most of the day. On Friday mornings they leave on a bus to visit relatives in L____ and return Monday morning. Florence is often kept at home when Mrs. T is ill, which is often as her health is deteriorating rapidly.

Several home visits made during next few days and either Mrs. T was not at home or would not answer. Mrs. B, ADC worker, contacted and agreed to visit immediately. She was not admitted either and it was decided we would make a joint referral to Child Welfare. Before this plan could be executed Mrs. T was admitted to Denver General Hospital for complete physical. Her family hoped Denver General Hospital would treat alcoholism or ask them to commit her to the state hospital. However she had complete hysterectomy and released soon after her recovery from surgery. Florence was sent to stay with relatives in N____ and I called principal to attempt to register her in school there. Because it was so near the end of school she was refused admittance. She returned to her mother in the summer and it was hoped that Mrs. T's health would improve so that she could then control her drinking.

September, 1967, Sister Mary again referred Florence as her attendance was poor and Mrs. T and her boyfriend often came to school complaining that Florence did not come home from school until very late. Several attempts to see Mrs. T at home were unsuccessful. ADC worker contacted again and agreed that I would refer to Child Welfare. A CW Intake Worker was contacted and she agreed the family needed their help. Before a CW worker was assigned to the case, a telephone call came to DPS Social Work Office from an apparently intoxicated male saying that Florence had been gone from home for five days and Mrs. T did not know where she was.

John A, DPS/Juvenile Court Liaison Worker agreed to help me look for Florence the next day. We visited the home and aroused Mrs. T only after thirty minutes of noisy pounding. She was incoherent, had been drinking and taking medication given her at Neighborhood Health Center. NHC contacted and aide agreed to go to her apartment that afternoon. Although the family had moved to this L____ Street apartment two weeks before, the appliances were not hooked up, packing cartons unopened and no food in the cupboard. Mrs. T showed us one tiny bed that she and Florence shared. She also gave us an address where Florence might be. This was not correct but after talking with many people in the community Florence was located with the R____ family near her home. She was with the R____ children who themselves have had many school adjustment problems (one child suspended from school; two on police pick-up.) Clearly this was not a good place for her but Mrs. R was feeding her and she was in no immediate danger. Mrs. R said she would send her to school if she had some clothing. Mrs. T had refused to give her clothes or even allow her in the apartment. I bought her some school clothes and she attended school for several days while living with Mrs. R. In the meantime Mrs. T left for L____ and Janie J, CW worker, visited Florence. Later Florence was returned to Mrs. T____ and CHINS petition was filed in Juvenile Court. Neither Mrs. T nor Florence appeared for the hearing. Hearing was rescheduled and Florence placed in Juvenile Hall until hearing. Mrs. T was incoherent and unable to appear at this formal hearing. Judge G appointed Charles D legal counsel to represent the family and Florence was subsequently placed at Colorado Youth Center with temporary custody given to the Department of Institutions.

One week after placement I visited the Center in order to talk with the social worker about Florence. When I arrived Florence was in the office as she had refused to return to M____ School where she had been enrolled the day before. Previous to this she had been attending a small remedial class on the campus but it was decided she was far too advanced for this group and should enter Grade Five in public school. She is the only child at the Center attending M____ School and must walk that long distance alone. She had been lost the afternoon before when she attempted to return to the Center.

Joan K, social worker, and I had a conference after which we took Florence to the cafeteria for a snack and to discuss her returning to M____ School. She had many arguments (long distance, no friends, would rather attend Catholic school, etc.) but she did agree that she would return if I would take her in my car and explain her being tardy to the office. I just happened to have a near new ski parka in my car for another child but decided Florence needed it as her coat was quite shabby. The Center had bought her several school outfits but money did not extend for a new coat. She was delighted and agreed to stay at M____ School as long as she was at the Center. She and I met school personnel there and were given a tour of the building. She had spoken earlier of her fear of the blind and partially seeing children who attend special education classes there and we were taken to their rooms to meet them. She also met David H, M____ School social worker, who agreed to see her if she wished. When I left at noon, she had met some friends and was playing on the field. Follow-up report from Mr. H is that she had adjusted well in Grade Five and her teacher has taken a special interest in developing her good ability. She is adjusting well with peers in the classroom and on the playground.

Disposition: Court hearing was held May 7, 1968, to decide permanent placement. Child Welfare has recommended placement on a ranch near N____, Colorado with maternal uncle and where Mrs. T is also welcome to live if she wishes. This change is to take place at the end of this school year. Judge G sustained the petition and ordered CW recommendation as his order. After the hearing, Betty W, Juvenile Court probation officer assigned to Florence's probation inquired regarding a dependency petition to be filed in behalf of Florence in order that her uncle could be given permanent legal custody. This was OK'd by the attorney and will be filed and heard before school is out.

Florence has adjusted well during this difficult time in her life. She has much feeling for her mother and is disappointed each time she fails to appear at a hearing. On the other hand, Florence realizes that her mother is unable to care for her properly because of her alcoholism and has accepted the fact that someone else will now be her guardian.

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APPENDIX D

Speech Therapist's Case Histories

PUPIL "A"

Jane was referred for speech correction by her fifth grade teacher for her "strange voice quality." It was found that Jane was developing chronic hoarseness due to improper usage of the vocal chords. Specifically, she was abusing her voice by speaking at too low a pitch level. (During a parent conference it was learned that the parents and the older siblings all have naturally deep-pitched voices and it was believed that Jane had been trying to imitate this family characteristic). Prognosis was good, however, as Jane's voice became clear and unstrained when the appropriate pitch level was attained.

Both Jane and her parents were counseled on the importance of proper vocal usage and then therapy was begun to retrain Jane's vocal production and to habituate her true pitch range. Jane's hoarseness seems much improved already and her classmates are no longer making fun of her voice.

PUPIL "B"

John was enrolled in speech correction class in September as a very shy, nervous, and withdrawn sixth grader with a non-fluency problem. He was beginning to show symptoms of stuttering, such as repetitions and hesitancies in his speech, and was so afraid of becoming a stutterer that he had almost completely quit speaking in school! It was difficult to elicit any words from John but "yes" and "no" and quite often he would just nod or shake his head rather than speak at all!

Through parent and teacher conferences it was learned that John had begun to have difficulty with his speech several months after his father died. John is very quiet and a "loner" at home even though he is the sixth child in a family of ten children.

Much counseling was done by the speech therapist with John's teacher, his mother, and his older brother (who has good rapport with John) and steps were taken to build up John's confidence in himself and his ability to communicate.

There seems to have been a noticeable change in John's attitude toward himself and his speech these past few months. In speech class John seems much more relaxed and enters into speech activities spontaneously. His teacher reports that he has even volunteered answers in class recently and seems a much happier child these days.

APPENDIX E

Elementary Team Teaching Anecdotal Records

PUPIL "A"

Regina came to the room a very quiet and shy little girl. Her expression in her group was limited and often had to be gently tugged from her. By the semester she was a changed child. She seemed to have grown socially in the small group as well as academically. She is now quite verbal and is delightful to listen to. She has a probing mind and does not hesitate to ask such profound questions as "how does the sun stay in the sky." She is now most eager to express her ideas and to read and correct her errors as well as those she notes in others.

PUPIL "B"

I believe David is an outstanding example of both the merits and disadvantages of team teaching. This is his second time in first grade which, I assume, accounts for some of his success. However, I believe most of it was a result of the team situation.

As it worked out, he was in a group with just one other pupil, a girl. So, he had more than the usual chance to read aloud, participate in broad activities, and obtain individual instruction.

He was extremely unsure of himself when he began. Though he was familiar with some of the vocabulary (Ginn Series, Little Red Story Book) he would look at me after every word to see if he was correct. Now his confidence has increased to the point where he goes through two or three sentences before seeking my confirmation that he is doing satisfactorily.

This type of team situation has made it easier to attempt to develop his vocabulary and verbal responses in general. He needs a lot of time to think about what he wants to say, then how to say it. Though he recognizes several methods of attack for new words, it takes him time to utilize them correctly. In such a small group group his freedom to do this is greatly extended.

David has been especially encouraged by the little "ego boosting" techniques which can so easily be unincorporated when interacting in smaller groups. For example, when introducing new words, I can use his name in some of the sentences and the other group members' names in other sentences. There is definitely a motivation factor here in wanting to find out what it was that "David was . . ." or "David can do . . ."

My only concern about team teaching is strongly reflected in David. That is, the children in general do not seem to be able to function as well together in a large group. David's interest level seems to be high when I work with him. But when we are doing something as a group, he definitely wanders, as do others. I sometimes feel that the reason is perhaps that they thrive so much on individual attention, that when we break up our intimate groups they feel they must be silly or outspoken to continue being recognized.

PUPIL "C"

Thomas seems to have gained a lot of confidence this year. I believe he has benefitted from having a good deal of individual assistance. At the beginning of the year he was not a very good reader. Although he had fairly good phonics skills, he was unable to apply them effectively in word attack. He worked hard on this individually and in small groups. By December, Thomas was reading fluently in his reader, quickly grasping new words and ideas. He also began to do a lot of reading on his own. His classmates have recognized him as a responsible leader. Because of the confidence he has developed, Thomas is more outgoing and is more willing to try new things. He seems to be more aware of his abilities and his limitations.

APPENDIX F

Leapfrog Case Studies

PUPIL "A"

When Jeannie M was recommended for Project Leapfrog (November 8, 1966), she was working far below her capacity. Most of her grades were C's and yet she had a 5th grade I.Q. score of 133. When she was in 6th grade at C_____ school, she was chosen "the most likely to succeed" because of her good record there (she earned an A average). Jeannie's teachers at D_____ Jr. High School said that she did excellent work when she tried, but she didn't try very often and she was absent too much to get good grades. Most of Jeannie's teachers had known her two older brothers who had done poorly at D_____ Jr. High School and were bad discipline problems. Several teachers expressed their feeling that these brothers were probably a bad influence on Jeannie. One teacher, who had developed a good relationship with the brothers, felt they were anxious for Jeannie to do better than they did, but he felt Jeannie didn't want to show them up by getting much better grades than they did. Jeannie seemed to do fairly good work for teachers she liked, but did nothing for those she didn't like. Personality clashes seemed to be her biggest problem as well as her expressed dislike for school. Mrs. M was concerned about the fact that her daughter hung around with a bad crowd--primarily older girls who had dropped out of school. Mrs. M wished Jeannie would stay home more of the time because she worried when Jeannie was gone.

Jeannie related very well to me as a counselor and always had many things to tell me. She was very honest about describing things that happened and was anxious to discuss her troubles as well as her pleasures. More than anything else, she seemed to need someone to talk to who wasn't constantly judging her and telling her what to do.

Since Jeannie was able to talk about her problems, they didn't build up inside her to the point that she became a severe school problem. Through our relationship, I was able to help her work out meaningful solutions to some of the difficulties she encountered at school. (She was removed from her first-hour math class because of constant tardiness but worked out an agreement with the dean that she would come to school on time if she was excused from first period. Her math class was changed to replace a study period later in the day.) During 8th grade I arranged for her to be excused from school one period per week to be a volunteer helper in a nearby Head Start Center. She liked working with small children and this experience seemed to help her develop a sense of responsibility and improve her attitude toward school. In 9th grade she was not absent as much as she was in the 8th grade, and she became more involved in school activities. (She was a member of student council and the Continuation Committee.) Her grades also improved some. In 8th grade she earned mostly C's and some B's, but in 9th grade she received mostly B's and some A's (with the exception of math, a subject she dislikes intensely). The dean at D_____ Jr. High School, said several times that she felt Project Leapfrog had a positive influence on Jeannie.

Through Project Leapfrog, Jeannie was exposed to vocational opportunities through visits to the Telephone Company, a court reporter, the Martin Company, and United Airlines. She also visited the University of Colorado campus in Boulder. When I met Jeannie, she had no real ideas about vocations, but now she expresses an interest in being a secretary after she finishes school.

Mrs. M noticed that Jeannie seemed to settle down at home while I was seeing her, and she wasn't so much of a cause for worry. This was partly because Jeannie had a steady boyfriend in 9th grade, but they tended to spend their time together at home rather than out with other friends. Mrs. M also expressed her feeling that my relationship with Jeannie helped her do much better at D_____ Jr. High School than she would have otherwise.

PUPIL "B"

Carolyn entered the Leapfrog program during the spring semester of her 8th grade year at A_____ Jr. High School in 1966. Her I.Q. scores indicated well above average ability and she scored at grade level on achievement tests, yet her grade point average was bordering on D. At the time she entered the program her major weakness seemed to be a lack of interest in subject matter and therefore very sporadic achievement in class. Her major strength lay in her strong personality and innate leadership abilities. She was relatively well liked by her classmates although she had some difficulty with women teachers in authority positions. At that time she was very "tomboyish" (wore sporty clothes, uninterested in boys except as "pals" and pursued two paper routes) and had a tendency to become domineering with others. She was actively involved in church choir and in an all-girl track team, the Denver All Stars.

The counseling she received in the Leapfrog program was largely focused on aiding her in developing some vocational interests and in encouraging her to do better class work. She expressed an interest in college and a track scholarship but had very little idea what she wanted to study there. She did express a strong preference for more authoritative, masculine professions; so initially the counselor made several suggestions in professional areas - eventually they visited the University of Denver School of Law, a lawyer's office, an architect and a doctor. She then seemed to have a preference for law and this developed into a real interest in political careers. A resource contact was made with a lawyer from the Negro community who was involved in city government. In addition to this she visited the University of Colorado campus in Boulder and attended several other Leapfrog activities such as grooming, the state law library and session of the state legislature. During this period she was counseled on an individual basis approximately once a week and her mother was involved in some parent meetings and was visited by the counselor several times.

Carolyn's interest in law really began to burgeon and she took to reading the newspaper, following political events and reading books on the practice of law. Initially she had been extremely nervous and self-conscious in the counseling sessions but she became more and more self-confident and would stop by to see the counselor on her own initiative. During the first semester of 9th grade her grades improved quite a bit in some classes, although her overall average was about C+. Her interest in law as a profession seemed to spur her performance in classes where she had previously been very sporadic in turning in assignments and in paying attention. During that semester, the GATB was given and the GATB counselor, unaware of the background of her interests, strongly urged her to consider another vocation which he felt was more in line with her test scores. This disturbed her very much and she spoke with the Leapfrog counselor about it. After consultation with the GATB counselor, it was decided that she should not be discouraged from pursuing her law interests although she would also be encouraged to consider other fields at the same time. Carolyn had in the meantime come to the conclusion that if this was the career she wanted that she would simply work much harder to succeed at it. During that year she was also counseled about grooming and school participation and she seemed to be developing more feminine interests. Her grades fluctuated between C and B averages. She continuated to R_____ High School in the spring of 1967. It was felt that a follow-up on her progress after one year of high school might give some indication of the program's success.

During her sophomore year at R_____ High School, Carolyn was a very active participant in school activities, was elected secretary-treasurer of the class, participated in Future Teachers of America and the pep club, and excelled in the newly created girls' track team. Mrs. C, college counselor, noted that Carolyn comes by the office very often and that she is encouraging her to apply for an athletic scholarship to college. She is very well liked by her teachers and respected by her peers. She is now in college preparation classes and finished the year with a C+ average, was recommended for the Upward Bound program.

PUPIL "C"

Trudy's first two years at S____ Junior High School were marked by repeated truancy and low academic achievement. In November of her last year at S____ Junior High School she was recommended to the Leapfrog program. At this time her grades were average and her negative attitude toward attending school had altered slightly. She was quite responsive to the program and appeared enthusiastic toward attending excursions and other group activities. She became quite involved in school social functions: i.e., all-school show, school play, and vocal group sponsored by the music department. This young lady is exceptionally talented in the arts in that she dances in a ballet and had taught herself to play the guitar. We had many discussions on things ranging from general school policies to international relations.

Trudy's had so much to say and so few people who had time to listen to her. Her grades changed from average to above average and excellent. She actively expressed interest in college and travel. It appeared that her participation in Leapfrog has served to alter the negative and stabilize the positive attitudes toward education and achievement while in her last year at school.

APPENDIX G

School-Community Aides' Anecdotal Records

(Quoted directly from the School Community Aide's record. Only the identifying name has been changed.)

FAMILY "A"

7-12-67: Family referred. Seven children in elementary and junior high school. Father employed at National Iron and Metal Co. at $61.00 per week. Oldest child fourteen years - youngest four months. Father had his check garnisheed last week - sent him $9.18 to pay his rent and to buy food, etc. $182.51 due collection agency. School Community Aide took father to collection agency - they wouldn't agree to $5.00 a week payment. Given until 7-13 to pay debt in full. Aide helped family with food bank and lunches for children in school.

7-13-67: Aide contacted West Side Action Center for legal aid. Collection agency was reminded of low income which prohibits collection of over thirty percent of a worker's check. Court stated that thirty percent allowed by law - "Head of Household Exemption Claim."

7-17-67: It was brought to our attention that through all the harrassment given to the father by the collection agency of House Bill #1414 and signed into law June 12, 1967, to stop licensed collectors from harassing the employer and employee with threats. Collection agency then agreed to accept the $5.00 a week.

2-27-68: Follow-up done. Father back in the home - debt has been paid. Father back at his old job. Aide suggested that father get some help to prepare a budget.

FAMILY "B"

10-10-67: Ninth grade boy has many problems in school with his teachers. Suspended from school - parent conference arranged - boy promised to improve. Boy has a drinking problem - beer very easy for him to secure - boy looks older and is very mature.

11-5-67: Boy picked up in stolen car, taken to Juvenile Hall, escaped from hall, stole another car. Picked up again.

11-10-67: Boy sentenced to ninety days on work crew from Juvenile Hall. Arranged with teachers at school, made arrangements to exchange finished homework every Tuesday night. The boy was able to keep up with his school work. It has helped other boys to keep up and not get discouraged and quit school.

11-16-67: Aide made a visit to boy at the Work Crew site. Talked to boy about trouble - father too strict, beats him with rubber hose - calls him filthy and vile names - boy does things to get even with his father (this is to be kept in strict confidence). Boy also told aide that he has been living with a married white woman and her husband works at night. Woman claims she is going to have boy's child. Boy has been threatened by the husband. Boy has been able to get beer, wine and vodka almost anytime he desires. He ends up drunk and also fights anyone who gets in his way.

1-25-68: Boy suspended from junior high school and enrolled at another junior high school on a trial basis.

2-14-68: Boy suspended from junior high school for smoking. Aide talked to boy about going back to school.

3-18-68: Boy living with grandmother, father will not let him come home.

4-15-68: Got boy a job at Hilton Hotel.

4-30-68: Checked on boy about his job - doing fair with his supervisor.

5-8-68: Boy lost job at hotel. Sent to his Action Center for job counseling. He will not go back to school.

FAMILY "C"

Background: Mother is deceased. Father is an alcoholic. Ninth grade boy lived with married sister and brother-in-law kicked boy out of his home. Relative agreed to take boy "in"; legal procedures were made so that the relative could legally adopt the boy. Probation Office at Juvenile Court helped work out the details. Adoptive relative works for the Denver Public Schools as a teacher aide.

7-15-67: Boy referred to Aide by the Mental Health Clinic. Boy had been on glue and sometimes marijuana.

8-2-67: A camp scholarship to Outward Bound Camp secured for boy. Boy did real well until he was hospitalized with kidney infection and did not finish the camping period.

8-15-67: Boy told me he was expelled from high school because of car theft, but that he could return to the high school on a trial basis in the fall.

9-12-67: The principal at the boy's high school placed him on the work-study program; and also secured him a sweeper boy job. Pastor of First Mennonite Church became interested in the boy and gave him a job in the church.

12-5-67: Boy still working - good job by his teachers and supervisors on his job. School grades average.

1-6-68: Boy's progress still good, grades average.

2-10-68: Boy's progress still good, grades average - attendance good at school.

3-5-68: Denver Laundry has opening for job (part time), $1.60 an hour.

3-6-68: Boy hired for laundry job. School changed schedule so boy could work.

4-5-68: Boy's school work about average - attendance good - no problems at school.

4-23-68: Boy got traffic ticket for illegal use of auto plates. (Boy trying to purchase car from a friend - picked up by police.) Talked to Judge - ticket and fine suspended.

FAMILY "D"

Student "X" was referred to the writer from the assistant principal's office. The student came to me with the feeling that he had been treated unjustly by his parents, teachers, and the assistant principal. He wore expressions of resentment on his face.

I met him at the door with a smile on my face and gave him a warm handshake as I welcomed him into the room, giving him the most comfortable seat in the room. I started talking with him about the many job opportunities that are open today for prepared people. When I discovered a sign of his having accepted me as a friend, I asked him if his class hours were over. "No," was his reply, and this started him talking about the problem that had sent him to the detention room.

"I have problems," he said, "but this is the first time anyone ever took time to listen to what I have to say."

When his story was over, I went to the attendance record desk for his attendance record. The facts were alarming. The student had been absent for over one third of the school year.

I took student "X" home to talk with his parents. On this trip, I talked with his mother who was not aware of the absences nor had she received any of the many destroyed slips sent and mailed home by teachers, assistant principal and others. I was made welcome by the mother, and during the conversation finally discovered there was no husband in the home.

The mother, student "X", and the writer began talking about the school problem. They talked freely after I expressed that my role was that of being the liaison worker between school, parent, teacher and child with the main object of attempting to bring about a closer and more workable relationship between the school and the community. This gave the parent and the child a better sense of freedom to talk freely and to relate their problems to me. I became a good listener, and when the conversation was over, I informed the mother that she must meet with the child in the assistant principal's office before the boy could be reassigned to classes. In the office of the assistant principal, the mother found a responsive and concerned person. The objectives and goals of the school were discussed and many of the boy's problems were solved. The student now takes a more active part in school and is beginning to assume his role as a student.

FAMILY "E"

The mother of student "Y" was a very understanding person. She told me how glad she was to know that the school had community people working with the children. She explained how her son was getting out of hand, how strong headed he was, and of her working with him and wondering why he was changing. After explaining how children are likely to pick up habits which are not becoming to them, I went on to explain to her that no one is perfect, and by making mistakes, we learn from them. She told me that she was so glad to talk with a parent who she felt was interested in all children. In concluding our conversation, she gave me the right to spank them if needed. However, I believe I know how to work with all children in such a way that problems are easier to handle and at the same time receive respect and obedience from them.

I then talked to the student and made known to him the understanding his mother and I had. Thus any foolishness would not be accepted from him at anytime.

We reached an understanding and the student is making a better adjustment to the school and the community.

FAMILY "F"

A girl was referred to me by the dean's office and information regarding the problems that the girl was presenting to her teachers indicated a need for home involvement. The girl had been sent out of classes for failing to follow instructions, chewing gum in class, eating candy in class, refusing to dress for gym, disturbing her neighbors in class, talking back to teachers, being tardy to class, refusing to go to the office when sent there, having fire crackers in class and using improper (profane) language.

Attempts by the school staff to make a contact with the home had failed and suspension of the child to force the student's parents to come to the building appeared to be the next course of action.

I made arrangements to visit with both parents at their convenience, which happened to be on a Sunday evening. I explained to them the problems that the daughter had presented to the school. At first, they refused to believe that the girl had done anything wrong. They indicated that the school was at fault because of the attitude of the teachers and staff. I assured them that the school personnel had the welfare of the child foremost in their minds and they finally agreed to assist with the girl. They indicated that the girl would change her behavior and if there were any further problems, I should call them.

The girl now comes to see me on her own and I feel that she is making a better adjustment to the school. The parents now have a better attitude about the girl and the school and they are not talking against us in the community as they were before.

APPENDIX H

Project Child Anecdotal Records

PUPIL "A"

Nanette was referred by her 3rd grade teacher because of general underachievement. She was severely behind in reading. She seemed to have a block about writing things down, i.e., she would spell words orally to her teacher, but could not write them down correctly. She was also an extremely passive over-cooperative child, never speaking out or expressing her own wishes.

Nanette's test scores revealed that her low areas were eye-motor coordination and position-in-space. These exhibited themselves in her general difficulties in writing and in numerous reversals both in reading and writing. Her language test scores showed her to be particularly low in auditory areas and anything that required more than a simple verbal response.

Nanette was given opportunities to make choices and decisions on her own. At the beginning whenever she expressed a preference or made a request it was granted. She learned that her wishes and her ideas were important. In addition, she was given much praise and much opportunity for success by gearing the work to a fairly low level. In the writing area, she progressed very gradually first filling in missing letters, then missing words, completing sentences, and finally formulating and writing her own sentences and short stories. Spelling words were used from spelling "word families" which could be learned orally and with a minimum of effort before Nanette was asked to write them.

Matching and identification games were used to aid Nanette in recognizing letters with reversal problems. Nanette was given specific cues and training in left-right, top-bottom orientation.

Many activities, art projects and fine motor coordination activities such as pegboard patterns, bead stringing and lacing cards were utilized to help her eye-motor problem.

Nanette chooses her own reading books and generally chooses how much she wants to read. She vacillates now between first and second grade books, seeming to return to the easier ones to give her confidence for the others.

Although she is not an eager reader, she is willing and is much more confident. Retests showed Nanette to have advanced in almost all areas in which she had a deficit.

She is observed to be much more outgoing and much more confident in herself. On two occasions she has taken part in demonstrations for the parents and has exhibited considerable poise.

As with most of the children, Nanette was far below grade level when she entered the program. In less than a year's time we have not been able to bring her to grade level, although she has progressed well. She is scheduled to enter a 4th grade class. Retention was discussed, however, it was felt that with a younger sister who would be in 3rd grade, retention would cause more problems than it would solve.

A summer program has been planned for Nanette to help bring her academic level closer to what she will need this fall in her 4th grade class. Although Nanette will not be entered in Project Child in the fall, there will be continued follow-up in her new class. We will also be making arrangements for a tutor for next year to give continued support.

PUPIL "B"

The original referral came from C___ School where Tony was enrolled in a kindergarten class. His behavior was described as "extremely aggressive." With no provocation, he will hit, trip, or knock down the other children. Because of his hyperactive behavior and sudden, unexpected fits of temper, he is not accepted by the other children and is barely tolerable in a classroom. He is extremely immature, is easily distracted and has practically no attention span.

This type of disruptive behavior continued when Tony transferred to D___ School the following year when he entered 1st grade.

Test results showed severe dificits in several areas of visual perception.

In addition, Tony scored many months below age level on the Illinois Test of Psycholiguistic Abilities. He was particulary low in the auditory area and on subtests which required a verbal response.

Several subtests were not completed since Tony's attention span was so limited.

In spite of all this, it was felt that the major area of difficulty was Tony's behavior. At the beginning, the major concentration was on modifying his behavior with stress on task completion, success experiences, taking pride in accomplishing something and increasing his attention span. Structured learning games were used which involved following rules and taking turns. Strict and consistent limits were set for Tony.

Once Tony's behavior was under better control, a program was developed for him on the basis of the test results and observation of his needs. The main stress was on specific language development, listening and following directions and eye-motor coordination. This was coordinated with his regular school program. Conferences were held with his regular class teacher to help facilitate his classroom adjustments, and to aid her in understanding his behavior. A number of home visits were made to help increase mother's understanding and to obtain a better picture of the home environment. Tony's mother was continuing to have epileptic seizures in which she injured herself several times, or was left unconscious. It was Tony's responsibility at these times to care for her and obtain help. Visiting Nurse services have been arranged for on a weekly basis as supportive in caring for four young children. In addition the nurse provides help in getting medication adjustments and stressing the importance of taking the medication regularly. This helped to relieve pressure on Tony.

Although Tony's behavior continues to be a problem in the regular school, it has improved considerable. His teacher reports that his outbursts are not as severe and are less frequent. His attention span and ability to work within a group has (sic) improved. Tony was making such little progress that during his first few months in it, it was thought he would probably need to be retained. His academic progress is now such that he will be passed on to the 2nd grade. It is our plan to continue Tony in Project Child in the fall of 1968 until his adjustment in his new class in considered more complete.

APPENDIX I

Orientation Rooms Anecdotal Record

Angela came to the Orientation Room on the first day of school in September. She had moved to Denver with her family during the summer. Angela understood no English at all.

We started learning English with basic words. I have a hat—This is a cat and so on. We learned the numerals and letters. Angela learned rapidly.

In October and November we were able to talk about customs and holidays in our country. Angela was beginning to understand me as I talked. We often had to ask other children to tell us what words meant.

By December Angela was able to take part in the Christmas program. She learned to sing in English some of our familiar carols. Her growth in reading and comprehension continued. She was reading in a 2^1 book by now.

Angela started to visit other classrooms in February. She could keep up with others in second grade nicely, but often needed extra help in the explanation of assignments.

Now in May, Angela is assigned to a third grade where she is a good student. She is multiplying and dividing, doing oral social studies projects and taking part in all classroom activities.

APPENDIX J

Institutions - Anecdotal Records

REMEDIAL READING CLINIC:

Theresa is a 15 year old Spanish American girl just "socially promoted" to Grade 9. Her reading skills show her to be reading and writing on the 2.2 grade level. She has native ability and is working hard to learn. She is so far below the other remedial readers, that she becomes discouraged. When asked about the summer program at the beginning of July, she wrote the following: "being whit are firders and nore of Lisaide" When asked to look back in August when the summer was completed she wrote: "is all rigth and real enjou going pases and see dori soraba." The first quotation is completely a mystery; the second is beginning to be recognizable. Needless to say, she will be continued in the program. It was thought advisable not to test her at the end of summer school as she was so threatened by any tests. One interesting note, Theresa, who is in the crafts program, wrote, "i like it evesein, mase all mose andy thing." Roughly translated she likes it more than almost anything, obviously a case where the crafts program puts a little success and enjoyment into the life of a child otherwise experiencing failure, frustration, almost despair with the academic.

TUTORING SERVICES IN MATH AND SCIENCE:

Maria is a 15 year old Spanish American girl in the 9th grade. In Grade 8 she was given the California Achievement Test form. For arithmetic the percentile scores she received were: Reasoning 17th percentile, Fundamentals 32nd percentile. In Grade 7 she received a D - in mathematics, Grade 8 she received an F, Grade 9 she received an F. This is the picture in other areas, too. The same California Achievement Test showed her score in English to be at the 69th percentile. Yet in Grades 7,8, and 9, she has received F's on her report cards.

Maria was placed with the tutor for math during the summer school program. When asked in interview how it was, she replied, "It has helped me but I can't put my finger on why. I think it's because she goes just as fast or slow as you need, and she gives so much help, and she doesn't make you feel dumb." This interview helped the total staff see the crux of Maria's problem. About the recreational program she said, "I like it because if you can't do something you just have to tell Mr. Smith and it seems like he understands. He doesn't call you down." In other words, a child whose school achievement was slowed up because "I'm afraid" had turned to "I won't," causing truancy, delinquency, a court commitment. Maria will be able to handle General Math in a class in the fall.

CRAFTS PROGRAM:

Julie is a 15 year old 9th grader of Spanish American descent. She has never liked school and has been getting D's and F's on her report cards since she was in the 5th grade where she received a "courtesy promotion" to Grade 6. This in spite of the fact that her IQ on a California Test of Mental Maturity measures 106. Various achievement tests show her to keep pace with her class fairly well in spite of the poor grades. Her numerous, mostly unexplained absences start in Grade 4. Grade 4: 25 days absent; Grade 5: 16 days absent; Grade 6: 28 days absent; Grade 7: 30 days absent; Grade 8: 43 days absent. The pattern is of a child who does not like school. Julie was included in the crafts program at the end of the summer. She wrote, "I'm in Mrs. Jones' crafts class and I think it's a lot of fun. I've learned a lot of things in that class." Then in smaller writing below, "And I also like Mrs. Jones very much." When informally discussing the summer program Julie said, "I like the summer program even the school part, even though I don't like school." The crafts program with its close individual work between teacher and student, is helping to form a new attitude toward teachers - toward education. A feeling of ease in school is developing.

RECREATIONAL PROGRAM:

Softball - About two years ago a group of girls from the ______ played volleyball with an outside group of girls on a competitive basis. The girls played poorly and lost. It could have been a lesson in sportsmanship, but the entire team was made to feel inferior, incapable, "different," and "institutionalized." It was hoped to form sports teams to compete with other groups. The girls placed the greatest stress on softball. Toward the end of the summer we contacted two teams of high school girls and brought them to our Institution to play in competition. The entire staff worked on the concepts of sportsmanship and hostessing. The first team came. School spirit and enthusiasm could have been rated at 100%. This competitive team of girls won second place in the city softball championship. Our girls won 15 to 3. They also won the respect of the opposing team. They were shy, but there was not one sign of anything but the best sportsmanship. The second team came and the score tied. We tried to play off the tie, but the two teams kept the tie until it was too late to continue playing. Again the sportsmanship of the girls was superb. They made new friends. The uncomfortableness which had become a threat as a result of the volleyball game two years ago was dispersed. The girls are anxious to learn all sports correctly and meet others competitionally (sic). We feel the resultant attitude is one of the biggest gains of the summer program. It has affected the girls' collective and individual self-concept. For two days after the first game, all sixty of the girls asked every staff member, "What did you think of us?" They had learned a value, they weren't talking about the score. That had become secondary.

PSYCHOLOGICAL SERVICES:

Jane is a 16 year old Caucasion girl in the eleventh grade. She is preparing to leave the ______Home. She has been involved in group therapy. The girls are more reticent to discuss this than the other sections of the program. But Jane, a girl with an IQ measured on the California Mental Maturity Test at 104, who maintained good grades in school before commitment to the Institution despite her delinquency, and who has many strengths in herself, said, "It's helped me face myself and my problems and see things from both sides of the fence, my folks' as well as mine, instead of just my side." Jane's "folks" are a step-mother and her present husband who adopted Jane. One interesting point is that Jane's parents would not become involved in family therapy. Even so Jane insisted on being involved and attended all parent-daughter therapy sessions and took active part. "I want to learn to talk to parents, then maybe I can talk to mine better," she explained. The psychologist, of course, permitted this departure from the set-up.

Ann - Another interesting case is that of the father of Ann and his new wife. Ann lived with her father and mother alternately before being committed to this institution. Her father wants to visit with her, but she now steadfastly refuses to see him because he "chose a new wife." Nevertheless the father and step-mother come to every family therapy meeting even though they are aware Ann will not attend. They want to learn how to understand her and perhaps to be able to help her. Ann is an only child - a 14 year old, 9th grade, Caucasion girl.

Donna - Illustrations of the positive use made of the group sessions could be taken from almost any of the participants. One 14 year old girl who was placed through the Denver Juvenile Court would serve the purpose, however. At the time of the referral the probation counselor saw no hope of a return of this girl to her parents. She stated that foster family care would be imperative as the girl and her father were irreparable alienated from one another. That this was a true picture of the situation was more than obvious. As placement progressed, and through the treatment program, the girl was able to assess the factors leading to the present situation with regard to relations with her parents. Meanwhile, the parents were making an effort, through the therapy sessions, to evaluate their own major role in the problem. When eventually both parents and daughters to meet together, they could begin to construct another kind of relationship, however tenuous and unstable initially. Before this particular girl was released, she had spent increasingly more time at home with her parents and could return to the _____ Home to discuss the outcome of her visit, week-end, or vacation. The parents, too, had an organ for discussing the home visits and listening to other parents on girls' views on the visit. The girl and her parents became convinced of the need to make continuing efforts to keep the communication lines open and to respect the opinions of one another and have this same privilege of respect of opinions afforded each member of the family. At the termination of this girl's placement at ______ Home, the staff as well as the girl and her parents, felt that they possessed the necessary equipment to make a successful adjustment to one another and to relate meaningfully to the mutual improvement of the family. While no situation is perfect, this family had learned to listen to one another without undue blocks. In short, both family and girl had become prepared to live together on a long term basis.

RECREATIONAL-CULTURAL PROGRAM:

Air Force Academy - The girls in total were impressed with the rigid discipline of the cadets. One girl remarked at the Academy, "You'd think we'd have it harder because we live in an institution. But we're just casual around and they're all in rank and stuff. The things we think are hard but have to be because we're a lot of people living together are easy - they're nothing compared to this." It was an impressive example.

Cheyenne Mountain Zoo - Louise, a 17 year old Caucasian girl in the 11th grade who has lived in Alaska most of her life, wrote, "I liked the zoo. I've never been to one before. It was a new experience." The intense excitement of this usually quiet, almost withdrawn girl was a learning experience for the staff. Alaska is too cold for most animals, the children don't see many.

Genny, a 17 year old Indian girl in the 11th grade wrote, "I love rodeo's (sic). I love to see all the animals there. So I loved the zoo, because that had all kinds of animals, too. I just don't know them. I especially like giraffes now."

The Hungry Dutchman Restaurant for dinner - This experience brought the most enthusiastic and grateful response.

Rosie, a 17 year old Spanish-American girl in the 12th grade, who is leaving the Institution soon, said, "When I leave here I'll be able to act okay in most places, like a zoo or sightseeing, but it's harder to eat in a place with style because you need to watch loudness. I'm glad we went to the Hungry Dutchman."

Lynn, a 14 year old Caucasian girl in the 9th grade said, "The Hungry Dutchman was an experience for all of us girls, a good one because we don't get to go to many fancy and expensive places on the outs. When we do we will know how to handle it."

Madge, a 16 year old Caucasian senior who is leaving the Institution, said "I liked going to eat at the Hungry Dutchman. I think it helped us to form a higher atmosphere in our own dining room. I noticed it ever since that trip."

Diane, a 17 year old negro girl going in the 12th grade said, "I liked going to the Hungry Dutchman to eat. Seldom, in at least my family, does everyone have enough time to just all take time out to go out and eat together. It seems to be more warmer to eat around all people you love because you want to."

Jill, a 17 year old Caucasian girl who is a senior, said, "The food at the Hungry Dutchman was very good, but I enjoyed going there the most because we got all dressed up and let the manners we usually hide from each other, show."

Lora, a 17 year old Spanish-American girl who will be a senior, said, "The Hungry Dutchman was a good experience for us girls that didn't go out to eat very often. It made me think that manners and neat looks and clothes make up for a lot of the things inside of us that are not good."

ENGLISH CLASS:

Linda - A student in this English class had recently come to Denver from the Training School. She was a quiet, withdrawn, mistrustful, unverbal 14 year old Spanish-American. Her academic record was abysmal. English had always presented a particularly distressing problem to her as she had come from a series of Spanish speaking foster homes in rural Southern Colorado. The difficulties which had gotten her to the Training School stemmed from her frustrations at not being able to compete in the regular school systems and her poor ability to express herself verbally.

The close attention provided by the small class structure and the stimulation produced by the novels brought surprising and pleasing results in this girl. She blossomed; she participated actively in discussions of the books, worked diligently on vocabulary and succeeded in attaining an earned B as her final grade. Concurrently with this success she began relating more openly in her dormitory and in her other contacts with adults. Although there were several other factors which contributed to her growth and achievements, the successful experience in this classroom setting undoubtedly was a major factor.

APPENDIX K

Outline - Workshop to Develop Human Resources among Mexican-American Teachers in the Denver Metropolitan Area

Sunday, June 9, 1968

1:30 p.m. - Leave Denver

4:00 p.m. - Arrive Vail Village Inn, Vail, Colorado

4:00 - 5:00 - Registration

6:00 - Banquet - Keynote Address, Dr. Armando Rodriguez

7:30 - Mixer (get acquainted)

Monday, June 10, 1968

7:30 a.m. - Breakfast

9:00 - 10:00 - Dr. Rodriguez, "Picture of the Southwest, Financial Aid Available through the Office of Education"

coffee break

10:30 - 11:30 - Discussion Groups

11:30 - 12:00 - Reports from Discussion Groups

12:00 - Lunch (group singing)

1:00 - 2:00 - Charles Tafoya, "Historical Background"

2:00 - 3:00 - Dr. Julian Samora, "Value Systems as They Relate to History"

coffee break

3:30 - 4:30 - Discussion Groups

4:30 - 5:30 - Reports from Discussion Groups

6:00 - Dinner

7:00 - 9:00 - Films: "Hispanic Heritage," "Hispanic Cultural Arts," followed by discussion.

Tuesday, June 11, 1968

7:30 a.m. - Breakfast

9:00 - 10:15 - Dr. Samora, "Value Systems and Their Implications for Education"

coffee break

10:30 - 11:30 - Discussion Groups

11:30 - 12:00 - Reports from Discussion Groups

12:00 - Lunch (group singing)

1:00 - 2:30 - Charles Tafoya, "The Spanish-named and Their Organizations"

coffee break

2:45 - 3:45 - Discussion Groups

3:45 - 4:30 - Reports from Discussion Groups

6:00 - Dinner

7:30 - Films: "Hispanic Life in the City," "Pancho," followed by discussion.

Wednesday, June 12, 1968

7:30 a.m - Breakfast

9:00 - 10:30 - Dr. Samora, "Value Systems and Their Social Implications for the Denver Metro Area"
(How have cities similar to Denver reacted to these social implications?)

coffee break

10:45 - 11:45 - Discussion Groups

12:00 - Lunch (group singing)

1:00 - 2:30 - Lena Archuleta, "What is going on in the DPS As It Relates to the Hispano Community," "Hispanic Materials Which Are Available for Use in Our Schools," "Information on Fellowships and Grants"
(Book collection courtesy of Joan Harrigan and the state library)

coffee break

2:45 - 4:00 - Groups look at displays and available materials; discuss the development of own materials

4:00 - 5:00 - Reports from Groups

6:00 - Dinner

7:00 - 9:00 - Will Howard and Jim Daniels - ESEA Title III, Cultural Understanding

Thursday, June 13, 1968

7:30 a.m. - Breakfast

9:00 - 10:15 - John Rosales, "The Teacher and the Community, Civic and Political Responsibilities"

coffee break

10:30 - 11:30 - Discussion Groups

11:30 - 12:00 - Reports from Disucssion Groups

12:00 - Lunch (group singing)

1:00 - 2:00 - Bernie Valdez and Charles Tafoya, "Community Involvement"

2:15 - 5:30 - "Mountain Top"

6:00 - Dinner

7:00 - "Speak Out"

Friday, June 14, 1968

7:30 a.m. - Breakfast

9:00 - 10:15 - Panel Presentation (Mark Saiz, moderator; panelists will be three parents from the community)

coffee break

10:30 - 11:30 - Discussion Groups with Parent Involvement

11:30 - 12:00 - Reports from Discussion Groups

12:00 - Lunch (group singing)

1:00 - 2:00 - Jerry Soliz (neighborhood aide from Baker Junior High)

2:00 - 3:30 - Discussion Groups

coffee break

4:00 - 5:00 - John Doyle (coordinator of neighborhood aide program at Baker Junior High)

5:00 - 6:00 - Reports from Discussion Groups

6:00 - Dinner

7:00 - Fun Evening

Saturday, June 15, 1968

7:30 a.m. - Breakfast

9:00 - 11:45 - Wrapup, Group Goals, Resolutions, Evaluation, Summary

12:00 - Lunch (group singing)

1:30 - Depart Vail

4:00 - Arrive Denver